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ABSTRACT

The fourth mail and personal interview followup survey from October 1979 to May 1980 is reported as part of the National Longitudinal Study of the High School Class of 1972 (NLS). The report is methodological, historical and descriptive in nature, but contains no analytical results. Reference to earlier reports is provided in determining post secondary educational and vocational activities of young adults in transition years. The six sections present the background and purpose of the NLS, an overview of operations, the development of the fourth followup instruments, related materials, and linkages between the fourth and prior followup questionnaire items. Data tables illustrate the text. (CM)

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NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

FOURTH FOLLOW-UP SURVEY FINAL METHODOLOGICAL REPORT

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FOREWORD

The National Longitudinal Study of the High School Class of 1972 (NLS), sponsored by the National Center for Education Statistics, was designed to provide an ongoing and updated data base for a nationally representative sample of high school seniors as they moved out of the American high school system into the critical years of early adulthood. The study began with a group-administered survey of these young adults conducted in spring 1972 prior to their leaving high school. This was followed by a series of periodic mail and personal interview follow-up surveys. The first follow-up survey was conducted from October 1973 to April 1974, the second from October 1974 to April 1975, the third from October 1976 to April 1977, and the fourth from October 1979 to May 1980.

The purpose of these surveys was to obtain information about the basic educational and vocational activities of young adults and their continuing or revised plans, aspirations, and attitudes toward contributing to an understanding of early adult development and of factors determining individual educational and career outcomes. Such information is useful as a basis for review and reformulation of Federal, state, and local policies affecting the transition of youth from school to adult life.

This document is a formal report of activities during the fourth follow-up survey. It is methodological, historical, and descriptive in nature, but does not contain analytic results. Reports providing results as well as other reports of a technical nature that have been produced in conjunction with the fourth follow-up survey are included in a provided bibliography. Additional information about the availability of NLS reports may be obtained from the Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Ave. SW., Washington, D.C. 20202, telephone (301) 436-7900. Inquiries about availability of related computer tapes should be directed to Data Systems Branch, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Ave. SW., Washington, D.C. 20202, telephone (301) 436-7944.

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A final word of acknowledgement and an expression of gratitude is due to the many persons in the Federal government and at RTI who assisted in planning and implementing the several stages of the National Longitudinal Study of the High School Class of 1972; to the more than 20,000 young adults who took the time and effort to provide comprehensive, detailed information about their lives; and to the participating high schools that made it possible to initiate the study in 1972.

CONTENTS

	<u>Page</u>
Foreword	iii
Acknowledgements	v
I. Introduction	1
A. General	1
B. Background and Purpose of the NLS	1
C. NLS Goals and Objectives	3
D. Objectives of the Fourth Follow-up	5
II. Overview of NLS Operations	7
A. Sample Design and Survey Participation	7
B. Data Collection in Prior Surveys	11
III. Development of Fourth Follow-up Instruments	17
A. Conceptual Model for the NLS Follow-up Questionnaires	17
B. The Fourth Follow-up Questionnaire	19
C. Other Fourth Follow-up Instrumentation	25
IV. Survey Operations	29
A. Preliminary Activities	30
B. Data Collection	31
V. Preparation of Data Files	47
A. Data Preparation and Entry	47
B. Additional Machine Editing Procedures	52
C. Error and Missing Data Codes	54
D. Quality Indices	54
E. Composite Variables	56
F. The NLS Data Files	56
VI. Weighting Procedures	61
A. Unadjusted Student Weights	61
B. Adjusted Student Weights	63
C. Sampling Weights for the Retest Subsample	66
References	71

CONTENTS (Continued)

	<u>Page</u>
Appendixes	
A. National Longitudinal Study Bibliography, April 1981	A.1
B. Fourth Follow-up Instruments	B.1
C. Related Fourth Follow-up Survey Materials	C.1
D. Linkages Between Fourth Follow-up and Prior Questionnaire Items	D.1

LIST OF TABLES

	<u>Page</u>
1. Total number of participating schools, by survey	9
2. Student reponse rates by school status	10
3. Major sections and subsections of the fourth follow-up questionnaire	24
4. Item pool for supplemental questionnaire	27
5. Telephone tracing of undeliverable newsletters	31
6. Mail response	34
7. Estimated effect and cost of initial questionnaire mailing and various prompting actions	35
8. Comparison of response rates for first, second, and fourth follow-ups	36
9. Telephone tracing of undeliverable questionnaires	37
10. Results of field interview phase of NLS fourth follow-up survey	39
11. Second through fourth follow-up noninterview cases	41
12. Telephone completion of questionnaires that failed to meet edit specifications	43
13. Supplemental questionnaire return rates	44
14. Return rates for separate forms of the supplemental questionnaire	44
15. Retest completion rate	45
16. Data availability for subpopulations by instrument completion	57
17. Response patterns for Base-Year, First Follow-Up, Second Follow-Up, Third Follow-Up, and Fourth Follow-Up Questionnaire completion	60
18. Appropriate weights for various data sets and variables through the fourth follow-up	64
19. Weight adjustment factors for various data sets and variables through the fourth follow-up	67

LIST OF FIGURES

	<u>Page</u>
1. Paradigm for the NLS instruments	18
2. Fourth follow-up questionnaire mail response	33

I. INTRODUCTION

A. General

This report summarizes the methodology employed in conducting the fourth follow-up survey of the National Longitudinal Study of the High School Class of 1972 (NLS). This large-scale survey has been conducted by Educational Testing Service (ETS) and the Research Triangle Institute (RTI) for the National Center for Education Statistics (NCES). Although the material presented in this report focuses on features of the fourth follow-up methodology, appropriate reference to earlier (and related) methodological details is provided, for the interested reader.

The report is organized into six sections. This introductory section summarizes the background, purposes, and objectives of the NLS study overall as well as specific objectives for the fourth follow-up survey. Section II presents an overview of the study design and data collected, for those who are not familiar with the study. Section III addresses fourth follow-up instrumentation activities; Section IV summarizes survey operations; Section V details data file preparation; and Section VI explains statistical weight adjustment procedures. Additionally, four technical appendixes are provided. Appendix A provides a bibliography of related NLS reports; Appendix B contains copies of fourth follow-up instruments; and Appendix C contains supporting survey material used in the follow-up. Appendix D provides the linkages of fourth follow-up questionnaire items to items of questionnaires in previous surveys.

B. Background and Purpose of the NLS

In 1968, NCES conducted a survey to determine the data needs of educational policymakers and researchers. Survey responses indicated needs for data that would allow high school educational-vocational experiences to be compared with later educational-occupational outcomes. This finding provided the impetus for NCES to plan and implement the first of a series of national longitudinal studies, the NLS.

Although the educational-vocational development of young adults after high school had been studied, some necessary information had been lacking for at least three reasons. First, social and economic factors that can affect

the educational-vocational progress of young people change over time. (For example, the Project Talent [Flanagan and Cooley, 1966] longitudinal survey of the early 1960's did not relate to the open-door colleges, modal proportions of minorities entering colleges, and other aspects of the changing face of postsecondary education in the 1970's.) Second, many studies had been concerned with only one class of antecedent variables for explaining later development, and thus failed to take account of interventions emanating from changing Federal priorities or to include representative samples with sufficient numbers of important subgroups (e.g., racial/ethnic minorities). Third, many studies had been concerned primarily with developing models or theories of behavior (e.g., Super, *et al.*, 1967), an objective not alien to but insufficient for the objectives of NLS. Behavioral studies did provide, however, an excellent basis for perfecting the NLS design.

In April 1970, educational researchers and administrators met with Federal officials in Washington, D.C. The NLS reflected their guidance and the data needs of NCES and several other Federal education agencies: the Office of Planning, Budgeting, and Evaluation; the Bureau of Postsecondary Education; the Bureau of Occupational and Adult Education; and the Bureau of Education for the Handicapped. Four advisory committees guided the NLS planning: a committee composed of research experts and representatives of educational organizations; two others made up of officials of state education agencies; and, an internal Federal users committee, representing a large number of offices and bureaus of the Department of Health, Education, and Welfare.¹

Later in 1970, the basic survey planning was contracted to RTI and the sample planning and design to WESTAT, Inc. After extensive planning, including the design and field testing of survey instrumentation and procedures, the first full-scale NLS survey was initiated in the spring of 1972. The base-year survey (Hilton and Rhett, 1973), conducted by ETS, collected data onsite in the high schools, including high school record information, scores on a specially developed test battery, and questionnaire responses about high school experiences, background, opinions and attitudes, and plans for the future. Other information about the high school and its educational programs also was collected in the base year.

¹ The names of some Federal agencies involved in initiating and supporting NLS have subsequently changed as a result of various reorganizations.

Subsequently, four major follow-up surveys have been conducted by RTI from October through April or May of the years 1973-74, 1974-75, 1976-77, and 1979-80. They involved the collection, by mail and personal interview, of student questionnaire data including information about activities and accomplishments since the prior survey, attitudes and opinions, and plans for the future. Additionally, RTI has conducted several supplemental survey efforts to collect, retrospectively, key items of information that had not been provided during prior major surveys. Methodological details of the several prior follow-up surveys are available elsewhere (Bailey, 1976(a); Bailey, 1976(b); Levinsohn and McAdams, 1978).

C. NLS Goals and Objectives

Over a period of about eight years, data have been obtained from members of the class of 1972 representing their experiences, activities, attitudes, satisfactions, environments, and plans as they moved through the critical years of early adulthood. These data can fill widespread needs of the educational community--researchers and administrators in the elementary, secondary, and postsecondary educational-occupational systems. The data provide insights into identifying and understanding the major branching or decision points that affect the educational and life patterns in the immediate postsecondary period. Significant linkages of path choices can be traced; associated transition probabilities can be estimated; and insight into the relative importance of factors which determine these probabilities can be realized.

Some goals for uses of the NLS data include the following:

1. To Clarify Choices and Alternatives

The data base should provide quantitative data for policymakers, planners, and researchers about various issues:

- the demands for postsecondary education and training, including vocational/technical education;
- the abilities and characteristics of actual and potential users of postsecondary education;
- the extent to which earlier plans and aspirations persist over time and are eventually fulfilled;
- the reasons why young adults change their plans and fail to accomplish earlier objectives;

- the impacts of Federally funded postsecondary programs on initial choices and later activities and plans;
- the factors influencing young people in choosing their lifework and in determining success and satisfaction in this work;
- the extent to which educational experiences have prepared them for their work;
- the characteristics and abilities of those making occupational choices and the reasons why choices are made;
- the impacts of high school experiences, curricula, peer-group aspirations, guidance counseling, and so forth, on initial educational and occupational plans and on perseverance and success in achieving them;
- young adults' awareness of educational and occupational alternatives, their perceptions of options open to them, and the extent to which they have been limited by lack of information; and
- financial considerations in setting low-aspiration goals and in failing to meet high-aspiration goals.

2. To Trace Progress

The primary NLS purpose has been to determine the educational and vocational activities, plans, aspirations, and attitudes of American young people after they leave high school, and to relate this information to their prior educational experiences, and their personal and biographical characteristics. The study has provided data to allow a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. Findings in these areas are essential as a basis for effective planning, implementation, and evaluation of Federal policies and programs designed to enhance educational opportunity and achievement and to upgrade occupational attainments and career outcomes.

3. To Provide a "Public Use" Data Base

A major NLS objective has been to create a broad data base and succession of observed effects to fill a widespread need for information on the flow of young adults through the postsecondary occupational-educational system.

4. To Inform Policymakers and Researchers

Summaries and analyses of NLS data have been prepared in periodic reports. They have been issued by NCES and made available to the educational community. Appendix A to this report provides a bibliography of reports prepared and those in progress which relate to the NLS. Additionally, a complete annotation and review of these NLS-related reports is available (Taylor, et al., 1981).

D. Objectives of the Fourth Follow-Up

The 1979-81 fourth follow-up survey included data collection, data processing, and preliminary data analysis and interpretation. The overall aim of these activities was to satisfy the broad, long-range NLS objectives:

1. To assess the demands for postsecondary education, including adult, vocational, and technical; the characteristics of students going on; where they go; the factors inhibiting the realization of educational aspirations; and the characteristics of and alternatives pursued by those who do not go on.
2. To determine what types of students make what educational and/or occupational choices--for the purpose of establishing meaningful flow data; understanding the chain of decisions that shapes an individual's education, training, and launching of a career; and establishing the relationships needed for predictions.
3. To develop means for assessing how educational experiences, personal influences, and social attitudes have led the graduated student to the point at which he finds himself and for evaluating the extent to which these are related to his decisions about occupational choice, military service, and vocational, technical, and higher education.
4. To determine the influence of student ability on postsecondary choices and to associate the choices with test scores, the student's perception of his own abilities, and his class standings.
5. To relate low-aspiration choices for postsecondary education to the principal obstacles perceived by the student, especially financial obstacles, and to determine profiles of the student's knowledge of programs of financial aid, their applicability to his situation, and his intention to take advantage of them.
6. To follow the educational progress of students and those terminating early to see how high school experiences, curriculum patterns, and financial and other factors are associated with postsecondary career choices and perseverance and success in

them, and to identify the factors associated with "dropping out" and changing jobs after different intervals.

7. To provide from the cohort study identifications of subpopulations--such as high achievers with limited financial resources, disadvantaged minority groups, and students in junior colleges and vocational and technical schools--and to investigate interactions and influences between and among individuals that will shape their futures.
8. To investigate the consistency of patterns apparent in the analysis of base-year data; identify new patterns and/or changes in established patterns for further investigative emphases; and define areas for emphasis in subsequent follow-ups.

II. OVERVIEW OF NLS OPERATIONS

A. Sample Design and Survey Participation

1. Original Sample Design²

The sample design for NLS is a stratified, two-stage probability sample of students from all schools, public and private, in the 50 states and the District of Columbia, which contained twelfth graders during the 1971-72 school year. The study excluded schools for the physically or mentally handicapped, those for legally confined students and schools such as area vocational schools where students were also enrolled in other high schools in the sampling frame.

The first-stage school sampling frame, constructed from computerized school files maintained by the Office of Education and the National Catholic Education Association, was divided into 600 final strata based upon the following variables:

- type of control (public or nonpublic);
- geographic region (Northeast, North Central, South, and West);
- grade 12 enrollment (<300; 300-599; ≥600);
- proximity to institutions of higher learning (3 distance categories);
- percent minority group enrollment (8 categories, public schools only);
- income level of the community (11 categories, public schools; 8 categories, Catholic schools); and
- degree of urbanization (10 categories).

In the smallest size strata (fewer than 300 seniors), schools were selected with probabilities proportional to the estimated number of senior students; in the remaining size strata, schools were selected with equal probabilities. All selections were without replacement. The potential for

² For greater detail on the original sample design, see WESTAT, Inc., 1972; Hilton and Rhett, 1973.

including disadvantaged students in the sample was increased by oversampling (at twice the rate used for the remaining schools) schools in low-income areas and schools with a high proportion of minority group enrollment.³ Within each final stratum, four schools were selected, and then two of the four were randomly designated as the primary selections. The other two schools were retained as backup or substitute selections for use only if one or both of the primary schools did not cooperate.

The second stage of the sampling procedure consisted of first drawing a simple random sample of 18 students per school (or all if fewer than 18 were available) and then selecting 5 additional students (if available) as possible replacements for nonparticipants. In both cases, the students within a school were sampled with equal probabilities and without replacement. Early (i.e., mid-year) graduates and those attending adult education classes were excluded from the sampling.

2. Sample Redefinitions and Augmentations⁴

Of the 1,200 primary sample schools, 948 participated in the base-year survey, 21 had no senior students enrolled, and 231 either refused to participate or could not participate because the request was received too late in the school year. Due to this large school nonresponse, further attempts were made to secure participation of the 231 nonparticipant primary sample schools and replacements for the 21 schools that had no seniors. This resurvey activity, initiated by NCES in the period prior to the first follow-up survey, involved securing school cooperation and selecting random samples of up to 18 former students (1972 seniors) per school. The resurvey activities were successful in 205 of the 231 primary sample schools; thus, students from 1,153 of the 1,200 primary sample schools were included in the first follow-up and subsequent surveys.

Students selected from backup or substitute schools also were included in the base-year and follow-up surveys. In the base-year survey, 121 backup

³ Income for any area was based upon either an adjusted 1960 Census median income of the county containing the school or the average adjusted gross income determined from the 1966 tax returns with the same five-digit ZIP code as that for the school. The minority group enrollments for individual schools were determined from either the records of the Office of Civil Rights or the 1970 Census data by counties.

⁴ For greater detail on sample redefinitions and augmentations, see Moore, 1975; Moore and Shah, 1975.

schools participated--including 26 schools which were "extra" in their final stratum. (A backup school was termed "extra" if both primary sample schools from that stratum also participated.) Students from the 26 extra schools were not included in the first follow-up survey, but additional backup schools were included to obtain at least 2 participating schools in the first follow-up survey from each of the 600 original strata. In the second and later follow-up surveys, 18 of these extra schools were included to avoid elimination of cases with complete base-year data.

Table 1.--Total number of participating schools, by survey

School sample	Base-Year survey	First follow-up survey	Final sample for follow-up surveys
Primary sample	948	1,153	1,153
Backup sample:			
"Extra" in base-year	26*	--	18
Other	96**	131	131
Augmentation sample	--	16	16
Total	1,070	1,300	1,318

* For 8 of these 26 extra schools, no student data were collected in any survey period.

** Includes one school previously classified incorrectly as a primary sample school for resurvey.

Samples of former 1972 senior students also were selected from 16 sample augmentation schools; these schools were selected from those identified in 200 sample school districts canvassed to identify public schools not included in the original school sampling frame. The augmentation schools defined eight additional strata. Samples of students selected from the 16 augmentation schools were not included in the base-year survey but were included in subsequent surveys. Table 1 summarizes the sample school participation and Table 2 shows the composition of the final student sample and questionnaire returns

Table 2.--Student response rates by school status

School type	Number of schools	Number sampled	Number returned				
			BSYR	FFU	SFU	TFU	FTFU
Primary sample in base year	948	16,968	15,563	15,748	15,258	14,743	13,722
Backup sample in base year	95*	1,704	846	1,541	1,498	1,433	1,329
Extra in base year	18**	329†	274	0††	293	281	269
Resurvey primary added to unfilled BSYR stratum	123	2,105	0	1,910	1,797	1,713	1,541
Resurvey primary added to full BSYR stratum	74	1,292	0	1,186	1,104	1,041	978
Resurvey backup added to unfilled BSYR stratum	34	607	0	556	532	513	463
Resurvey primary or backup-extra in resurvey	10§	168	0	153	144	141	125
Resurvey augmentation	16	278	0	256	246	227	203
Total	1,318†	23,451§§	16,683	21,350	20,872	20,092	18,630

* One backup school (11 students) was moved to row 7; this school was added between the base-year and resurvey operations and was extra or redundant in its stratum.

** 8 of the 26 extra schools have been dropped from the NLS sample. No student data were collected from the dropped schools in any of the survey periods.

† Only 329 students come from the 18 extra schools retained in the sample.

†† No instruments were mailed in the first follow-up to students from extra schools.

§ In cases where too many resurvey schools were added to fill a strata (e.g., two resurvey schools added to a stratum with one base-year school), a random selection was made to label one of the added schools as redundant. The schools selected were as follows: 5830, 9167, 9090, 6784, 7538, 4924, 3262, 3900, 6470, 8693.

§§ The final NLS sample contains 23,451 students after eliminating the students from the eight extra schools that were dropped.

for all surveys, by major category of sample school.⁵ Note that the final NLS sample of 23,451 contains both base-year participants and resurvey sample members.

3. Subsampling Procedures⁶

Subsampling was performed only in the fourth follow-up survey and was related to the retesting of a subsample of 1,016 NLS 1972 participants who had been administered the test battery during the base year (see below, Section IV). Eligible to participate in the retest study were the 14,628 NLS respondents who satisfied the following criteria: (1) eligibility for the NLS fourth follow-up, (2) completion of the base-year Student Questionnaire, and (3) completion of the base-year Test Battery.

Because a self-weighting retest subsample would have yielded an inadequate number of black subsample members, a design option which oversampled blacks was adopted. Specifically, two strata (a non-black stratum and a black stratum) were formed, and a self-weighting subsample was chosen within each of these explicit strata. Retest sample members were selected from the eligibles in the stratum with probability inversely proportional to their probability of being in the full NLS sample. This sampling procedure resulted in equal probabilities of selection, and, thus, in equal weights, within a given stratum.

In addition to the explicit stratification by race/ethnicity, the sample was also controlled, within strata, on three factors (base-year ability, SES, and postsecondary educational achievement) believed to be highly correlated with retest ability scores. This control was achieved by applying an implicit stratification procedure.

B. Data Collection in Prior Surveys⁷

1. Base-Year⁸

a. Student Instruments

Each student in the base-year sample was asked to complete a Student Questionnaire containing 104 questions distributed over 11 sections.

⁵ For greater detail on response rates for the several follow-up studies, see Riccobono, et al., 1981.

⁶ For greater detail on subsampling, see Riccobono, et al., 1981.

⁷ For a copy of instruments used in all surveys, see Riccobono, et al., 1981.

⁸ For greater detail, see Hilton and Rhett, 1973.

Questionnaire items related to personal-family background, educational and work experiences, plans, aspirations, attitudes, and opinions. Students were given the option of completing the questionnaire while in school or completing it at home with assistance from their parents. Those selected for the survey were informed in the questionnaire and in a newsletter of the objectives and importance of the study, of the voluntary nature of participation, and of their prerogative to skip questions they considered personally sensitive. Participants were assured that their responses would be treated as confidential, and that data collected by the survey would be published only in aggregate form.

Each student also was asked to complete a 69-minute Test Book designed to measure both verbal and nonverbal abilities. The book contained six tests which are briefly described below in order of their administration.

Vocabulary. A brief test using synonym format. The items were selected to avoid academic or collegiate bias and to be on an appropriate level of difficulty for the 12th grade population. (15 items, 5 minutes)

Picture-Number. A test of associative memory consisting of drawings of familiar objects, each paired with a number. The student, after studying the picture-number pairs, was asked to recall the number associated with each object. (30 items, 10 minutes)

Reading. A test based on 100- to 200-word passages with questions concerning various reading skills (analysis, interpretation) and focused on straightforward comprehension. With the vocabulary test, it provides a means to derive a verbal score which can allow links to the normative data available for SAT. (20 items, 15 minutes)

Letter Groups. A test of inductive reasoning requiring the student to draw general concepts from sets of data or to form and try out hypotheses in a nonverbal context. The items have five groups of letters; four groups share a common characteristic. The student indicates which group differs from the others. (25 items, 15 minutes)

Mathematics. Quantitative comparisons requiring the student either to indicate which of two quantities is greater or to assert equality or the lack of data for comparing. These items are relatively quickly answered and provide measures of basic competence in mathematics. (25 items, 15 minutes)

Mosaic Comparisons. A test of perceptual speed and accuracy with items requiring that small differences be detected between pairs of otherwise identical mosaics or tile-like patterns. A deliberately speeded test, it has three separately timed sections of increasingly complex patterns. (116 items, 9 minutes)

21

Also, student data were obtained and recorded on individual School Record Information Forms. Such data included high school curriculum, grade point average, credit hours in major courses, position in ability groupings (if applicable), remedial-instruction record, involvement in certain Federally supported programs, and scores on standardized tests.

b. School and Counselor Instruments

Two other data collection instruments obtained during the base year were the School Questionnaire and the Counselor Questionnaire. Survey administrators completed the School Questionnaire, which provided information about the schools':

Programs and students. Grade structure, enrollment by curriculum, programs for the handicapped and disadvantaged, teaching, absence and dropout rates, racial/ethnic makeup, college recruitment efforts;

Resources. Participation in Federal programs, teacher turnover, percent of teachers with advanced degrees, library and other facilities, age of buildings, proximity to postsecondary institutions; and

Grading systems. Form of the system in use, plus a table of grade equivalents.

A maximum of two counselors in each school completed a Counselor Questionnaire with data about their training, experience, activities, assignments, methods, workload, and resources.

2. First Follow-Up⁹

Two forms (A and B) of the First Follow-Up Questionnaire were developed and designed for self-administration by the student. Form A was mailed to each sample member who responded to the base-year Student Questionnaire. Seniors from the high school class of 1972 who were unable to participate in the base-year survey (usually because of time and scheduling considerations) were mailed Form B of the questionnaire.¹⁰ Form A contained five sections: General, Education and Training, Work Experience, Military Service, and Background Information. In total, the form contained 85 items dealing with the

⁹ Construction of the questionnaire and implementation of data collection activities have been detailed by Tabler, 1977.

¹⁰ In the summer of 1973, 4,450 students who did not participate in 1972 were contacted ("resurveyed") to be added to the planned first follow-up sample.

respondent's activity state (education, work, etc.) in October 1972 and October 1973; his or her socioeconomic status; work and educational experiences since leaving high school; and future educational and career plans, aspirations, and expectations. Form B of the First Follow-Up Questionnaire contained the same items as Form A plus an additional 14 items to supplement missing base-year information.

Of the 22,654 young adults eligible to participate,¹¹ 94 percent (21,350) completed first follow-up instruments--66 percent by mail and 34 percent by personal interviews. Of the 16,683 seniors who completed a base-year Student Questionnaire, 15,635 took part in the first follow-up survey--a sample retention rate of 94 percent.

3. Second Follow-Up¹²

The Second Follow-Up Questionnaire was similar in format and purpose to those used in the first follow-up survey. It contained over 150 questions divided into 7 major sections: General Information, Education and Training, Work Experience, Family Status, Military Service, Activities and Opinions, and Background Information.

The second follow-up data collection yielded 20,872 returned questionnaires, for an overall response rate of 93 percent among the 22,364 survey-eligible sample members. Of these, 72 percent were returned by mail and 28 percent were completed by personal interview. Of the 21,350 first follow-up respondents 20,194 (or 95 percent) also participated in the second follow-up survey.

4. Third Follow-Up¹³

The Third Follow-up questionnaire was similar to previous student instruments. It contained 158 items divided into the same basic sections as the second follow-up instrument.

Some 20,092 sample members completed a Third Follow-Up Questionnaire, 80 percent by mail and 20 percent by personal interview. The overall response

¹¹ Some individuals had been determined to be inappropriately included in the sample; others were determined to be deceased or otherwise incapacitated; and others had previously refused to participate or had been lost to the study through an untraceable relocation.

¹² For greater detail, see King, et al., 1975.

¹³ For greater detail, see King and Thorne, 1977.

rate was approximately 92 percent of the initial mailout to 21,807 survey-eligible sample members. The retention rate among second follow-up respondents was 94 percent.

III. DEVELOPMENT OF FOURTH FOLLOW-UP INSTRUMENTS

A. Conceptual Model for the NLS Follow-up Questionnaires

The first step in the development of the NLS survey instrumentation involved the construction of a conceptual framework of constructs. Questionnaire items then were generated to measure the constructs within this framework. By agreement, the overall structure and content of the instruments were to conform to a conceptualization of the educational process as an input-output system acting upon individual student attributes in an effort to transform them into prescribed outcomes. The basic conceptual framework shown in Figure 1 represents a modification of the General Educational Development Model developed by UCLA's Center for the Study of Evaluation (Trent, *et al.*, 1972). The RTI modification excludes some classes of variables (e.g., psychological climate and socialization in the home) since they were not considered amenable to adequate measurement by the mail survey questionnaire. Others were combined; for example, goal orientation in the RTI model encompasses expectations and aspirations in UCLA's model. Still others (e.g., community environment) not explicitly included in the UCLA model became key to the RTI model.

The numbers in the boxes in Figure 1 refer to the numbers of the variables in the UCLA model; numbers outside are used in describing the model for NLS. As depicted in the figure, students come into the school system with a set of predetermined characteristics (boxes 1-7) such as race/ethnicity, sex, and socioeconomic status. During their years in high school, the students have certain kinds of experiences and interact with various "significant others" (boxes 8-11), which in conjunction with the predetermined variables have important effects on the NLS base-year outcomes, including self-esteem, grade performance, and college plans (boxes 12-14).

Moving to the second stage in the diagram (the first follow-up), these high school outputs, along with their antecedents, now become "inputs" or antecedent variables of postsecondary schooling and work careers (boxes 21-24) and a variety of intervening variables (boxes 15-20). The latter, sometimes called "mediator" or "moderator" variables, are similar in form and function to the school process variables (boxes 8-11) in the first stage.

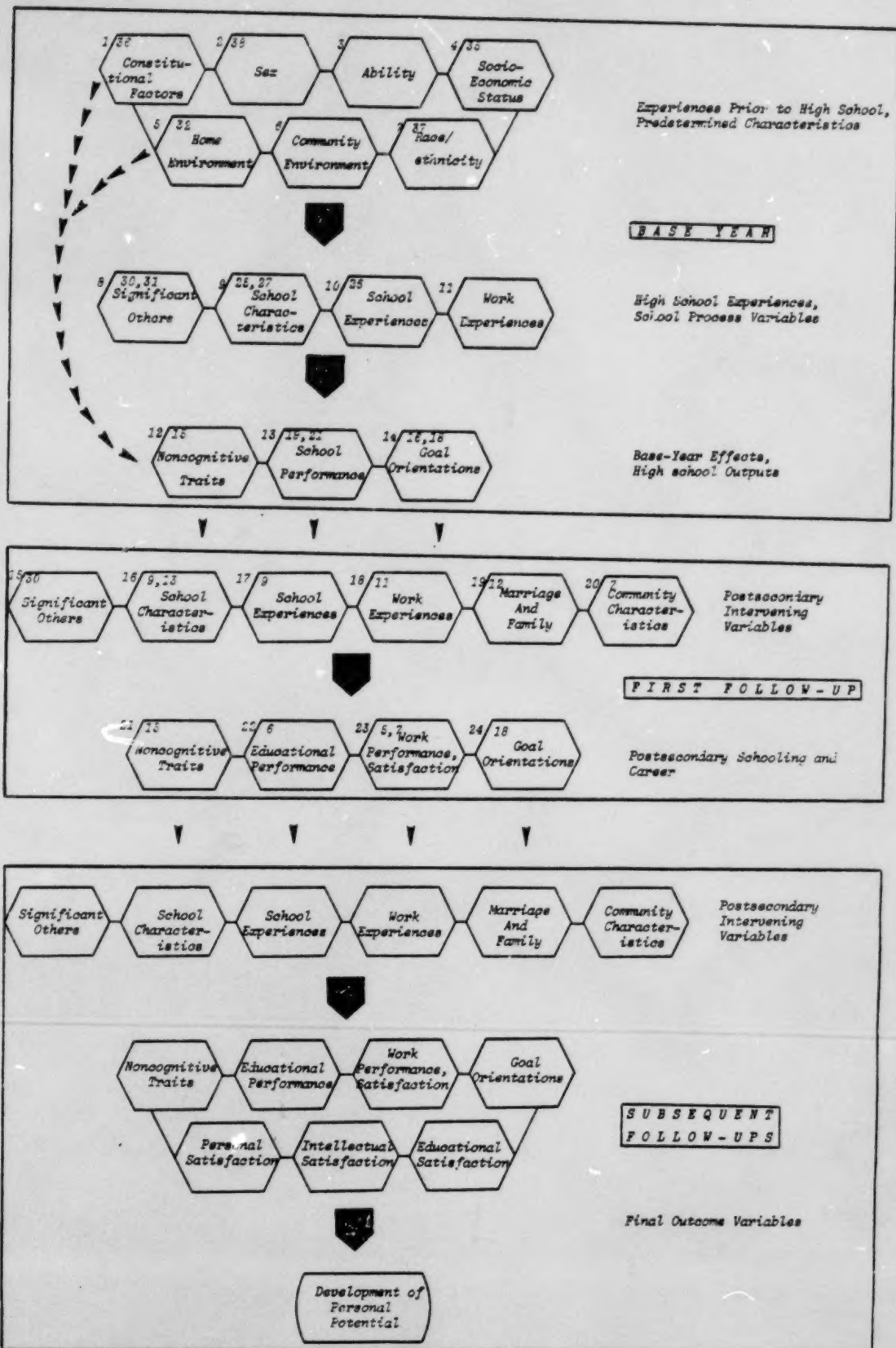


Figure 1. Paradigm for the NLS instruments

The third stage in the diagram (labeled "Future Follow-Ups") is essentially a replication and extension of the same developmental process, and does not require further elaboration, except perhaps to note that several measures of "satisfaction" are indicated among the final outcome variables, which were included in the first and second follow-up surveys. These repeated measures assess the respondent's satisfaction with the level and quality of his education and with working conditions. The Third Follow-Up Questionnaire also included a retrospective evaluation of high school experiences which serves as a measure of satisfaction with various aspects of secondary school, including academic and vocational training, counseling, and job placement.

The model allows examination of numerous important and interesting questions. For example, one can assess the total effects of college or work aspirations, grades, or noncognitive traits on various attainments or outcomes at some given point in time net of all antecedent and intervening variables. The extent to which these effects are mediated by the intervening variables can also be assessed, as well as the extent to which any of the variables in boxes 8-11 operate to mediate the effects of the predetermined variables on these outcomes.

B. The Fourth Follow-Up Questionnaire¹⁴

1. Considerations Guiding Development

At the time of the fourth follow-up survey (October 1979), approximately seven and one-half years had elapsed since the initial contact with the NLS sample; the first, second and third follow-up surveys established activity states for respondents in October of the years from 1972 to 1976. Activity states for 1977, 1978, and 1979 were created by the fourth follow-up survey. Beyond the establishment of these paths through successive activity states, prior data had been collected on a number of personal, institutional, social, and societal factors of presumed relevance to the educational, vocational, and personal development of the individual.

The fourth follow-up survey sought to assess respondent activity characteristics at a time when an adult work and/or family life role had begun or was beginning for the majority of the young people in the sample, and at a time when NLS files contained significant events and conditions extending over

¹⁴ Copies of the Fourth Follow-Up Questionnaire and the Supplemental Questionnaire are included in Appendix B.

five earlier critical adulthood years. Thus, the development processes, the cumulative impact of experiences, and the significant interventions could now be seen in the data with some clarity. Consequently, the primary objective of the fourth follow-up was to define the states and plans of respondents as of October 1979 in a manner analogous to that used in the three previous follow-ups; very few completely new objectives were considered.

The full value of a longitudinal approach can be realized only when data on the same individuals are analyzed for two or more points in time. To preserve the longitudinal character of the study, the primary focus remained the educational and occupational aspirations, plans, and experiences of the respondents. October 1979 was the fourth data collection period for the present study and yielded basic activity state data for the last three of eight points in time from October 1972 through October 1979. During this 3-year period, many of the respondents were either still pursuing an undergraduate degree full- or part-time, studying for a graduate or professional degree, or would complete or terminate their schooling; consequently, information on educational experiences was obtained in detail equal to that of previous follow-ups.

Given the prior considerations, critical requirements for the content of the Fourth Follow-Up Questionnaire were:

- (a) Information that would indicate the quality of performance in and level of satisfaction with the October 1977, October 1978, and October 1979 activities.
- (b) Current time-bound conditions necessary to understand or explicate the significant aspects of the current environment and the individual's place therein (i.e., source and extent of financial support, perception of problems that interrupt or threaten continuance of education or other plans, facilitating forces, or interventions, etc.). This category also includes plans and aspirations, regrets about past decisions, and other information that may predict future dispositions.
- (c) An array of concerns inherent in participation within the adult life role: family building and parenthood, change in occupation or career goals, financial status, subgroup attitudes toward the political process, and desire for further education.
- (d) The changing educational environment as respondents move from undergraduate studies into graduate and professional programs, and as those in the work force participate in

periodic or part-time training programs to maintain and enhance their on-the-job skills.

- (e) Change in family unit patterns as respondents marry, have children, and establish their own households, particularly the relationships between educational and vocational decisions and progress and the nature and size of the family unit, marital stability, number and ages of natural and adopted children, and number of children in the household.

2. Designing the Questionnaire

The design of the Fourth Follow-Up Questionnaire was also dictated by a number of data need, technical, and operational considerations. Obviously, it was important that the basic longitudinal study items remain unchanged to insure comparability in the cross-time analyses; however, the fourth follow-up survey reviewed a 3-year period whereas prior follow-ups treated either one or two years. Consequently, the lengthened time frame would increase the respondent burden even without adding items, and, as a result, special care was exercised in choosing and modifying items. In addition, new items were needed to reflect the particular stage of life and social development that the respondent had reached during 1977-1979, at which time a large majority of the cohort would have assumed adult work and/or family life roles. Finally, there was a need for data on which to base programmatic policy decisions.

a. Continuity with Previous Follow-Up Questionnaires

A major concern of NLS has been to identify and understand the major sequences of events for postsecondary students from high school graduation to established location in the labor force. Beyond the work and educational decisions themselves, the respondent's personal, family, social, political, and consumer decisions affect this process of moving into the labor force. The Fourth Follow-Up Questionnaire reflected this breadth of life roles and incorporated items to estimate the respondent's performance and satisfaction with each aspect of his or her life. As in past surveys, the questionnaire monitored the respondent's plans and aspirations in each area of life as well as the values on which these plans depend. Most of the items measuring work and educational attainment, performance, satisfaction, plans, and aspirations are taken from the First through Third Follow-Up Questionnaires, changing wording only to make dates consistent with the new time

periods or to improve directions for answering. A table showing linkages of Fourth Follow-Up Questionnaire items to corresponding items used in previous follow-up surveys is included as Appendix D to this report.

The Fourth Follow-Up Questionnaire also includes items to obtain year-round measures (as opposed to time-point specific measures for successive Octobers) on such activities as work and educational experiences, efforts made to secure employment, graduate school progress, home ownership, the number and ages of respondent's children and the number of these children living in the respondent's household. As indicated previously, information for fourth follow-up was requested not only for 1979 but also for the two intervening years between the current and past contact, i.e., 1977 and 1978.

b. Programmatic Interests

Several items included in the Fourth Follow-Up Questionnaire relate to policy concerns of the Department of Education and/or other agencies of the Federal government. These questions, in the main, involve postsecondary educational experiences--such as satisfaction with the school's counseling and job placement for graduates and with preparation students receive for their subsequent work. Questions about college completion and withdrawal, and the pursuit of graduate and professional degrees also fall within this category. Additional items were included to allow examination of financial or family aspects which affect educational continuance and the employment of dropouts and graduates from various backgrounds and fields of study.

3. The Field Test

RTI conducted a field test with two versions (Form A and Form B) of the Fourth Follow-Up Questionnaire. (The two forms of the instrument differed in the arrangement of internal routing items, which were designed to avoid posing questions that were not applicable to a respondent.) The data collection activity for this field test took place between October 1978 and February 1979, using a sample of 888 seniors from the high school class of 1971. This group (less 15 sample members who were deceased or had refused to participate in the third follow-up field trial) was the same sample selected and used by RTI in 1971 to pretest the NLS Base-Year Student Questionnaire, by the U.S. Bureau of Census in May 1973 to pretest the NLS First Follow-Up Survey Questionnaire, and by RTI in 1974 and 1976 to pretest the Second and Third Follow-Up Questionnaires.

The field test focused primarily on the methodological and measurement properties of the survey instrumentation. Specifically, objectives of the field-test survey included:

- (a) to determine the overall rate of response to the field-test questionnaire and to infer from this an estimate of the probable response rate for the full-scale fourth follow-up survey;
- (b) to study the effect of the provision of financial incentives on response rates;
- (c) to analyze the responses to questionnaire items that were new or that represented major revisions of previously used items; and
- (d) to study the effect of variations in instrument format.

Following the field test, and reviews of the results by RTI and representatives of several Federal agencies, a revised version of the survey questionnaire for the fourth follow-up was prepared and approved.

4. Structure of the Questionnaire

The Fourth Follow-Up Questionnaire contains 202 questions organized into 7 sections and designed for self-administration by the respondent. Most of the questions are of the forced-choice (closed-response) type. Open-response questions are limited to dates, income, school names, job titles, number of hours or weeks worked, and the like.

Items in the Fourth Follow-Up Questionnaire are organized into major sections and subsections as shown in Table 3; these major sections closely resemble those of previous follow-ups. Questions sought information concerning the individual's education, occupational activities and experiences since the previous follow-up, including status in 1977, 1978, and 1979.

5. Critical Items

A set of "key" or critical questionnaire items were defined for fourth follow-up as in prior surveys. Completeness and consistency of these items were considered sufficiently important to institute special data collection efforts toward resolution of any existing indeterminacies (see below, Subsection IV.B.1.d).¹⁵ The key items may be categorized as follows:¹⁶

¹⁵ Checks for completeness and consistency of these items were included in the direct data entry program, replacing the manual editing step used in prior surveys.

¹⁶ Key items are indicated by an asterisk in the left margin beside the questionnaire items appearing in Appendix B.

Table 3.--Major sections and subsections of the fourth follow-up questionnaire

<u>Section A:</u>	General Information
	Facts in October 1977, October 1978, and October 1979 (1-10)
<u>Section B:</u>	Work Experience
	Latest job held (12-17)
	Jobs held November 1978 through October 1979 (18-39)
	Jobs held November 1977 through October 1978 (40-49)
	Jobs held November 1976 through October 1977 (50-59)
	Job progress (60-62)
	Career plans (63-65)
<u>Section C:</u>	Education and Training
	Educational experiences and plans (66-78)
	School attendance November 1978 through October 1979 (79-90)
	School attendance November 1977 through October 1978 (91-102)
	School attendance November 1976 through October 1977 (103-114)
	Grades and changes in educational plans (115-119)
	School finances from fall 1976 through summer 1979 (120-133)
	School finances from fall 1979 through summer 1980 (134-137)
	Graduate or professional school (138-143)
	Other training (144-153)
<u>Section D:</u>	Military Service (154-164)
<u>Section E:</u>	Family Status (165-193)
<u>Section F:</u>	Experiences and Opinions (194-202)
<u>Section G:</u>	Background Information

- activity in October 1977, 1978, and 1979;
- jobs since high school;
- jobs from November 1976 through October 1979;
- work expectations for age 30;
- number of years and highest level of education as of October 1979;
- educational expectations;
- certificate, license, diploma, or degree earned prior to October 1979;
- credits earned toward bachelor's degree as of October 1979;
- classes or courses from November 1976 through October 1979;
- schools attended;
- actual or intended fields of study or training areas;
- type of program (academic, vocational, professional);
- school finances from fall 1976 through summer 1979;
- graduate or professional school;
- training programs since October 1976;
- armed Forces service since October 1976;
- marital status in October 1979;
- spouse's activity in October 1977, 1978, and 1979;
- spouse's highest level of education as of October 1979;
- number of children as of October 1979; and
- estimate of income for 1977, 1978, and 1979.

C. Other Fourth Follow-Up Instrumentation

In addition to data obtained from the survey questionnaire, two additional types of data were collected from certain individuals during fourth follow-up survey operations. These data were collected on two types of instruments: (1) a retest and (2) a Supplemental Questionnaire.

1. The Retest

As noted previously (Subsection II.B.1), a 69-minute ability test was administered to the NLS sample during the base-year survey. As part of the fourth follow-up survey, a subset of that test battery (vocabulary and mathematics subtests) was administered to 2,648 sample members. This retest data not only permits analysis of changes over time, but also permits analysis of relationships between test score changes and occupational, educational, and other factors.

Retest data were collected from two groups of respondents. From the first group, made up of a subsample of 1,016 sample members (see Subsection II.A.3 for subsampling procedures), test results were obtained from 692 individuals for a response rate of 68 percent. Additionally, test data were requested from all those who participated in the base-year testing and who were scheduled for a personal interview since they did not complete their Fourth Follow-Up Questionnaire by mail. Data were obtained for 1,956 of these individuals (50.3 percent of those defined as retest-eligible).

2. The Supplemental Questionnaire

The Supplemental Questionnaire was administered to a subset of the NLS sample for fourth follow-up; the purpose of this instrument was to collect, retrospectively, critical data for prior time points that had not been collected in previous surveys. The target group for receipt of the Supplemental Questionnaire was defined as the 5,580 eligible sample members missing no more than one of the First through Third Follow-Up Questionnaires but who were missing 2 or more items in at least 2 but no more than 4 of 11 critical data blocks. The 11 data blocks of critical items are shown in Table 4; these items were chosen to allow the construction of an accurate history at each time point of prior follow-up data collection from October 1972 through October 1976. Five of the blocks deal with education status from 1972-1976, five blocks deal with work status during the same time span, and one block of data deals with degree and certificate status as of October 1976. Table 4 also shows (in parentheses) the form of the Supplemental Questionnaire used to collect each of the critical blocks of data. The nature of the items that comprise each block are shown in the Supplemental Questionnaire provided in Appendix B.

As indicated previously, the set of 5,580 individuals for whom the Supplemental Questionnaire was targeted was comprised of individuals missing two,

Table 4.--Item pool for supplemental questionnaire

Content area	Year and original data source					
	October 1972 first follow-up	October 1973 first follow-up	October 1974 second follow-up	October 1975 third follow-up	October 1976 third follow-up	October 1976 degree status third follow-up
Education	29a	25	10	66	52	1
	32a	26a	11	67	53	48
	32b (A)	26b (C)	12 (E)	68 (G)	54 (I)	49a (K)
	33a	27a	14	69	55	64
	33b	27b	15b	70	56b	101
	36b	27d	15c	72	56c	
		28b	16	75	57	
			18	76	60	
			20		62	
			21		63	
Work	54a	48a	75	32	10	
	55 (B)	49 (D)	76 (F)	35 (G)	13 (J)	
	56a	50a	77	36	15	
	56b	50b	78	37	16	
				38		

NOTE: The letter provided in parentheses beside each list of items indicates the form of the Supplemental Questionnaire corresponding to those items.

three, or four of the critical blocks of data; this subgroup represents 24 percent of the NLS sample. The actual Supplemental Questionnaire administered to any one individual consisted of no more than four forms, corresponding to the blocks of items within which data were missing from his or her particular record.

IV. SURVEY OPERATIONS

Fourth follow-up survey operations¹⁷ were conducted from October 1979 to May 1980 with questionnaires sent to 20,862 sample members. Also, during fourth follow-up, 5,580 sample members were requested to complete a Supplemental Questionnaire in order to collect key work and educational history data that had been requested but not obtained in previous follow-ups. Additionally, 2,648 sample members were retested on a subset of the base-year test battery.

A total of 18,630 individuals (89.3 percent of the target group) responded to the Fourth Follow-up Questionnaire, 14,356 by mail and 4,274 by telephone or personal interviews.¹⁸ A total of 4,541 (81.9 percent of the target group) individuals completed the Supplemental Questionnaire. Sample retention among third follow-up respondents was 90.8 percent. At the conclusion of fourth follow-up activities a total of 12,980 individuals had provided information on all questionnaires (base-year through the four follow-up studies), representing 78 percent of the base-year respondents.

Sample members' continued participation in the NLS depends largely on the success of the contractor in locating, motivating, and developing rapport with them. Materials used by RTI and NCES to increase response include newsletters, lead letters, incentive payments, thank-you/reminder postcards, prompting postcards, mailgrams, and replacement questionnaires. Additional methods involved telephone tracing of sample members whose newsletters and/or questionnaires were returned as undeliverable, and field and telephone interviews with mail nonrespondents.

An important feature of the fourth follow-up field test was an assessment of the impact on response rate of enclosing, for half the sample, a \$3 incentive check with the initial questionnaire.¹⁹ Overall, those receiving the

¹⁷ Much of the information in this section has been obtained, excerpted or edited from King, 1981.

¹⁸ During personal interviews, the entire questionnaire was obtained for a respondent, but during telephone interviews, only critical items suitable for telephone administration were administered.

¹⁹ See also Wisenbaker, 1981.

financial incentive responded at a rate of 60.4 percent while response from those in the control group was only 46.2 percent. Based on these results, it was decided to continue the \$3 for the fourth follow-up survey.

A. Preliminary Activities

1. Newsletters

During April-May 1979, RTI developed a newsletter (included in Appendix C) which was mailed to 20,903 potential fourth follow-up respondents. The newsletters reviewed the purpose of NLS, described student participation levels, summarized major findings, stressed the importance of continued participation, and encouraged each sample member to return an enclosed postage-paid postcard verifying current address or showing any corrections.

Benefits of a newsletter include valuable lead time in locating respondents for whom addresses had changed and opportunities to update addresses prior to the initial questionnaire mailout. For the fourth follow-up survey, 4,740 sample members returned the postcard indicating changes or corrections in name and/or address and 4,495 postcards were returned indicating that RTI's address information was correct. In addition, the postal service returned 5,582 newsletters to RTI as undeliverable; these were assigned to RTI's Telephone Survey Unit in order to obtain valid addresses (see below, Subsection IV.A.1). When such valid addresses could be obtained, a second newsletter was mailed to the corrected address. No formal activity was instigated to measure the newsletter's impact on participation; however, notes from respondents and verbal feedback from both telephone and field interviewers indicated that the newsletters were well received and beneficial in motivating sample members to continue participating in the study.

2. Tracing Activities

Tracing activities by the RTI Telephone Survey Unit of sample members whose newsletters were returned to RTI as undeliverable began July 1, 1979. Tracing information types and sources were:

1. Name, address, and telephone or parents, guardians, or relatives.
2. Names, addresses, and telephones of two people who would always know how to get in touch with the individual.
3. Name and location of postsecondary school the individual attended or planned to attend.
4. Name and location of the individual's employer.
5. Neighbors of the individual or his parents.

6. Principal or other contact at the secondary school attended.
7. State or registration and identification number of driver's license.
8. Local government agencies
9. Armed Forces locator services of DOD rosters.
10. Institutional records (i.e., prison, police, mental).
11. Local credit bureau or a similar organization.

As new addresses were obtained from tracing activities, returned mail, or other sources, the computer file of names and addresses was updated.

This activity was completed on September 5. Of the 5,582 newsletters returned as undeliverable, RTI was successful in contacting either the sample members or some persons who knew their whereabouts in 5,351 cases. Table 5 summarizes the tracing efforts and indicates that nearly 96 percent of undeliverable newsletters were successfully traced; current addresses were obtained for 5,311 individuals and 40 sample members were reclassified as deceased or refusals.

Table 5.--Telephone tracing of undeliverable newsletters

	Total cases assigned	Successfully completed	Unable to contact	Deceased	Refused
Numbers	5,582	5,311	231	25	15
Percent	100	95.1	4.1	0.5	0.3

B. Data Collection

1. Fourth Follow-up Questionnaire

a. Mail Operations

Prior to the initial questionnaire mailing, lead letters were sent to 20,862 sample members on October 4 and 5, 1979.²⁰ Sample attrition between newsletter mailing to 20,903 and lead letter mailing to 20,862 was

²⁰ Lead letters also were inadvertently mailed to 1,788 previous refusals; however, no further action was taken to contact those individuals.

minimal (0.2 percent). Questionnaire packets, including a \$3.00 incentive payment, were mailed October 10-16 from RTI.

Figure 2 shows cumulative response rates to all mailouts; Table 6 provides additional detail. As in previous follow-ups, most mail responses were received at RTI in the first eight weeks after the initial questionnaire mailout.

Figure 2 and Table 6 also indicate the schedule and suggest results of NLS fourth follow-up survey mailout and prompting activities. Prompting activities included a thank-you/reminder postcard, sent to all sample members one week after the initial questionnaire mailout, and a mailgram, sent to nonrespondents (12,321) approximately two weeks later. On November 19, a second questionnaire was mailed to the 8,982 sample members who had still not responded; two weeks later a prompting postcard was sent to the 8,319 remaining nonrespondents. Approximately seven weeks after the initial questionnaire mailing, a third questionnaire was mailed to 6,568 remaining nonrespondents, and the final prompting activity occurred on December 21 when 5,967 mailgrams were sent to remaining nonrespondents.

Questionnaires were also mailed to all sample members with known foreign addresses. In addition, a special foreign mail follow-up was made to nonrespondents with Army Post Office addresses in an attempt to increase the mail response from sample members who were listed as having army post office foreign addresses. Thirty-eight questionnaire packets were sent out: 27 by registered mail and 11 by certified mail. This was done in order to evaluate the effectiveness of the two types of mailings. Six of the certified mailings were completed and returned but none of the registered mailings was completed and returned. Six registered and one certified mailing were returned by the post office as undeliverable. These results suggest that certified mail may be more effective than registered mail for our purpose.

Table 7 indicates the estimated effect of the various activities on response rate and the cost of each procedure. Care should be exercised in assessing these actions, as true effectiveness is difficult to determine precisely and the cumulative effect of several mailings cannot be measured accurately. Note, however, that mailgram response rates are consistently higher than those from postcard reminders. The response rates shown in Table 7 were computed by assuming that the returns from any given action would commence five days after the action was initiated and would continue until

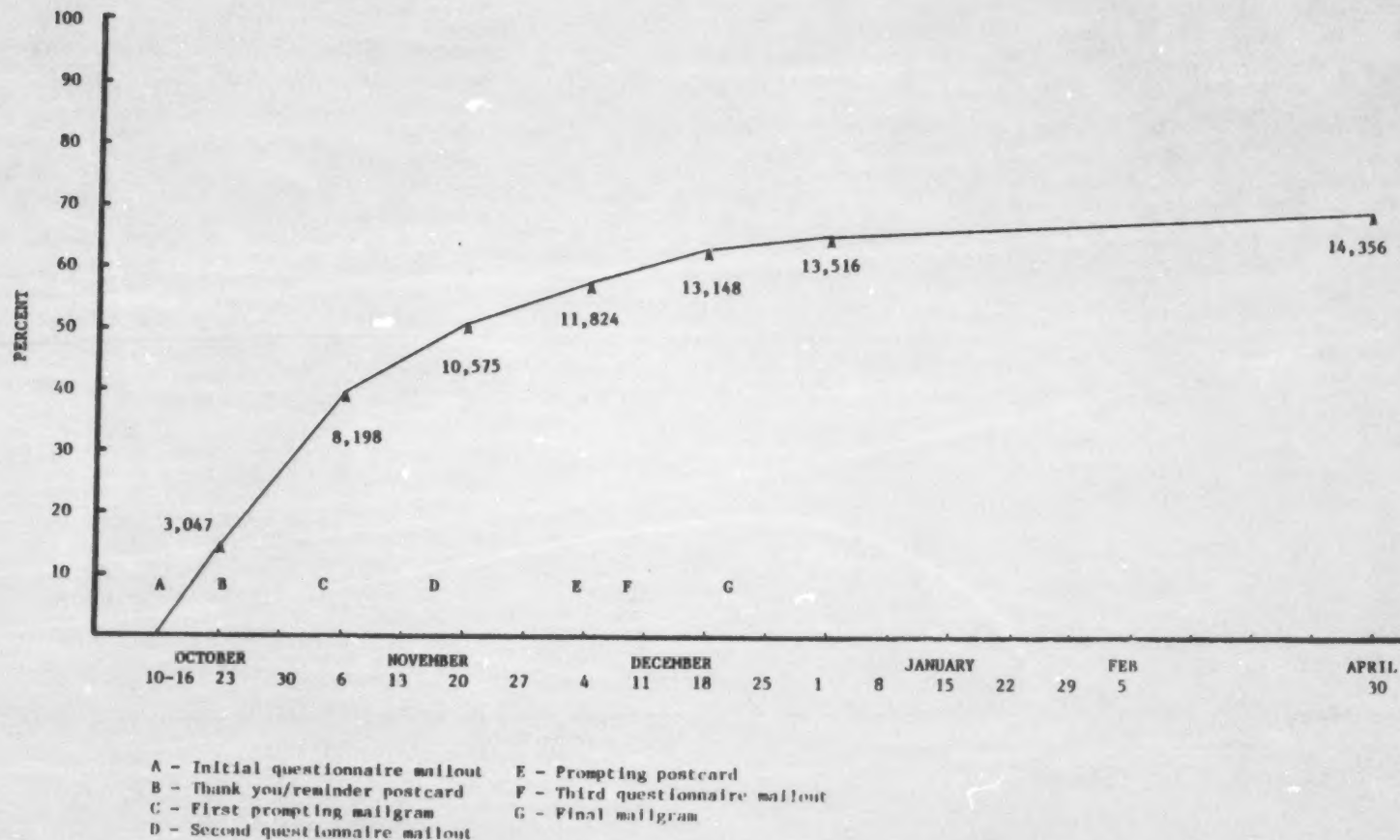


Figure 2.—Fourth follow-up questionnaire mail response

Table 6.--Mail response

Date	Action	Number mailed	Elapsed days	Completed questionnaires received	Cumulative* total	Response rate percent
October 10-16	Initial questionnaire	20,862	--	--	--	--
October 23	Thank-you/reminder postcard	20,862	7	3,047	3,047	14.6
November 5	First mailgram	12,321	19	4,033	7,080	33.9
November 19	Second questionnaire	8,982	33	2,920	10,000	47.9
December 3	Prompting postcard	8,319	47	1,824	11,824	56.7
December 10	Third questionnaire	6,568	54	852	12,676	60.8
December 21	Final mailgram	5,967	65	578	13,254	63.5
December 31	--	--	75	262	13,516	64.8
February 1	--	--	105	692	14,208	68.1
February 29	--	--	133	116	14,324	68.7
April 30	--	--	194	32	14,356	68.8

* Cumulative total does not reflect the duplicate or unusable questionnaires that were logged in as received but subsequently removed in the edit process.

Table 7.--Estimated effect and cost of initial questionnaire mailing and various prompting actions

Activity	Number	Estimated direct cost per item	Total cost	Number of returns	Cost per return	Response rate (4 ÷ 20,862)	Cumulative response (total returns ÷ 20,862)
First questionnaire mailed and thank-you/reminder postcard	20,862	\$ 1.58	\$32,962	8,764	\$ 3.76	42.0%	8,764 - 42.0%
First prompting mailgram	12,321	1.42	17,496	1,810	9.67	8.7%	10,574 - 50.7%
Second questionnaire mailed	8,982	1.35	12,126	1,794	6.76	8.6%	12,368 - 59.3%
Prompting postcard	8,319	.23	1,913	461	4.15	2.2%	12,230 - 61.5%
Third questionnaire mailed	6,568	1.35	8,867	650	13.64	3.1%	13,480 - 64.6%
Final mailgram	5,967	1.93	11,516	876*	13.15	4.2%	14,356 - 68.8%

* The number of responses credited to the "Final mailgram" includes all responses received from December 26 through April 30.

Table 8.--Comparison of response rates for first, second, third and fourth follow-ups

	First follow-up	Second follow-up	Third follow-up	Fourth follow-up
Questionnaires mailed out	22,654*	22,035	21,807**	20,862†
Mail returns	(61.9%)	(68.3%)	(73.8%)	(68.8%)
Questionnaires assigned to field	8,549	6,827††	5,060§	6,506
Field completions	(32.3%)	(26.4%)	(18.3%)	(20.5%)
Overall response rate	94.2%	94.7%	92.1%	89.3%
Total questionnaires returned	21,350	20,872	20,092	18,630

* Includes, 4,315 students who did not participate in base year.

** A group of 122 who refused after second follow-up were included in the initial questionnaire mailing but deleted from subsequent follow-up activity.

† Those not included in the fourth follow-up were prior refusals, deceased, mentally or physically handicapped, and those who had not responded to any prior questionnaires.

†† Includes 329 "extra" members who did not participate in base year or the first follow-up.

§ Approximately 550 sample members who had not responded since base year were excluded from the third follow-up field effort.

five days after the next action. Based on the information available, it appears reasonable to assume that the type and number of prompting actions employed were quite effective and have resulted in a surprisingly high response to the mail effort, especially considering the length and complexity of the questionnaire. Table 8 compares the number of questionnaires mailed and the response rates for first, second, third, and fourth follow-ups.

b. Tracing Activities

As with previous surveys, some questionnaires were returned as undeliverable even after address updating associated with the earlier newsletter mailing. Telephone tracing of questionnaires returned as undeliverable began the last week of October, and 1,587 of 1,655 questionnaires (96 percent) were successfully traced; 5 of those were reclassified as refusals. Tracing operations are summarized in Table 9.

Table 9.--Telephone tracing of undeliverable questionnaires

	Total cases assigned	Successfully completed	Unable to contact	Refused or Deceased
Number	1,655	1,582	68	5
Percent	100	95.6	4.1	0.3

c. Field Interviews

Field work took place between January and April 1980, but preparation for this work actually began three months earlier. In October, a projection was made (based on the assumption that a 70 percent response rate to the mail survey would be obtained) that indicated the need for approximately 173 field interviewers. In accordance with previous geographic patterns of nonresponse, a schedule of interviewer recruiting visits was prepared for each of the 11 RTI field supervisors. The field supervisors began recruiting within their assigned geographic areas in mid-October. Recruiting activities continued through mid-December in preparation for the interviewer

training sessions. Manuals were developed by RTI central staff and distributed, along with necessary materials and supplies, to the field staff. Supervisor and interviewer field training was conducted in 12 training sessions.

Questionnaires to be used in field work were bound with a special cover which provided space for a computer-generated label showing ID, address, telephone number, and other pertinent tracing data needed by interviewers and field supervisors. For selected respondents a Supplemental Questionnaire and/or retest was also prepared and placed inside the questionnaire booklet. Included in the field assignments were 676 cases that were retests only. Late in December, these instruments were labeled, sorted by field supervisor area, and shipped to the supervisors for assignment to interviewers.²¹

The results of the field interview phase of the fourth follow-up are summarized in Table 10. This table represents field cases for the Fourth Follow-up Questionnaire only and does not include Supplemental Questionnaires or retests. The table shows two response rates: the "overall" response rate which was computed by dividing the total number of interviewed cases by the total number of cases assigned, and the "chargeable" response rate which excludes the "nonchargeable noninterviews" from the computation.²² As the table indicates, of the 6,506 cases assigned (after deletion of late mail returns), 4,274 were interviewed for an overall response rate of 65.7 percent and a chargeable response rate of 69.4 percent.

In the fourth follow-up 79.7 percent of the field interviews were completed in person and 20.1 percent were conducted via telephone, as compared to 88.7 percent personal interviews and 11.3 percent via telephone during the third follow-up. One reason for this increase in telephone interviews is that in the later stages of the fourth follow-up field work, RTI relaxed the telephone restrictions used in the previous surveys in order to reduce expenses associated with field interview cases. Telephone interviews had previously

²¹ Due to the lower than anticipated mail return rate, the number of cases to be assigned to the field was about 1,500 greater than had been allowed for in the budget. Therefore, not all cases were assigned originally. One set in each area was held back until March when the necessary budget revision was approved.

²² Chargeable noninterview cases are defined as those cases to which the interviewer had access; e.g., refusals and unable to contacts. Nonchargeable noninterview cases are defined as those cases to which the interviewer had no access; for example, deceased individuals, those residing out of the country, institutionalized, and physically or mentally handicapped individuals.

Table 10.--Results of field interview phase of NLS fourth follow-up survey

<u>Interviewed</u>	
Interviewed in person	3,414
Interviewed by telephone	860
Total	4,274
Percent of cases assigned*	65.7%
Percent of chargeable cases assigned†	69.4%
 <u>Chargeable noninterviews</u>	
Refused	597
Unable to contact	1,289
Total	1,886
Percent of cases assigned	29.0%
 <u>Nonchargeable noninterviews</u>	
Out of country	157
Deceased	10
Institutionalized	24
Handicapped	20
Phone case--no phone	108
Phone case--unlisted number	17
Other	10
Total	346
Percent of cases assigned	5.3%
 <u>Total</u>	 6,506 (100%)

* After deletion of late mail returns.

† Nonchargeable noninterview cases were excluded in computing the chargeable response rate.

been restricted to cases more than 100 miles from an interviewer's home that were not in a cluster of four or more cases, but this policy was changed to include any case more than 100 miles from an interviewer's home, regardless of cluster size.²³

Table 11 shows a comparison of noninterview cases for the second, third, and fourth follow-ups. The overall completion rate of 65.7 percent for the field phase of the fourth follow-up was lower than the rates achieved in the second and third follow-ups. Several factors may have contributed to the lower response rate including: (1) different life status of the sample members at the time of the fourth follow-up (most are now out of school and for the first time have job, home, and family responsibilities), (2) natural attrition occurring over time inherent in a longitudinal study, (3) elapsed time of 3 years between contact with the sample members for the fourth follow-up as compared to the 2-year period for the third follow-up, and one period for the second follow-up, and (4) difficulty in locating many of the sample members and a greater number of refusal and unable-to-contact cases than were encountered in previous follow-ups.

d. Completion and Consistency of Key Items

A major responsibility of the RTI Telephone Survey Unit was resolution of indeterminacies (incomplete or inconsistent responses) of key items of the Fourth Follow-up Questionnaires (see Subsection III.B.5). Questionnaires not meeting the predetermined standards for determinacy (implemented through a computer edit) were classified as "fail-edit" and routed to the Telephone Survey Unit for follow-up. After the initial contact, the questionnaires were again edited and those not meeting quality standards were classified as "second" fail edit and returned to the Telephone Survey Unit for additional follow-up. After the second fail-edit contact, the questionnaires were again processed by computer; however, no action was taken on any that failed edit for the third time.

In preparation for conducting this error resolution follow-up, the telephone staff attended a training session in November. The training session included a thorough explanation of the requirements and checks the editors were required to make. The telephone interviewers, working in two shifts to

²³ Questionnaires for 49 sample members who were believed to be living in Alaska were assigned to the telephone department rather than the field. Fourteen of these cases were completed by telephone.

Table 11.--Second through fourth follow-up noninterview cases

Number of cases assigned to the field	Second follow-up	Third follow-up	Fourth follow-up
	6,828	5,060	6,506
Reason for noninterview	Percent	Percent	Percent
Refused	4.8%	9.0%	9.2%
Unable to contact	5.3	8.0	19.8
Out of country	4.0	3.1	2.4
Deceased	0.04	0.24	0.02
Institutionalized	0.15	0.09	0.04
Handicapped	0.12	0.12	0.03
Phone case--no phone	0.47	0.10	1.7
Phone case--unlisted number	0.01	0.0	0.03
Other	0.0	0.4	0.02
Total	14.89	21.05	34.3

maximize coverage of the time zones, were responsible for contacting sample members and clarifying discrepancies, omissions, or inconsistencies in the questionnaire. A breakdown of the telephone follow-up activity for the questionnaires that failed edit is shown in Table 12.

The telephone staff was able to obtain responses for all key items in 12,387 (94.1 percent) of the first fail-edit cases processed. Of these, 633 sample members could not be contacted, one was deceased, and 142 respondents refused further cooperation in the study. In addition, 665 cases required additional telephone contact as a result of second fail-edit. For the second fail-edit cases, 641 (96.4 percent) were successfully completed, 22 could not be contacted, and 2 refused. The overall completion rate for first and second fail-edit cases was 94.2 percent.

2. Supplemental Questionnaires

As noted previously, fourth follow-up operations included distribution of various forms of a Supplemental Questionnaire to a subsample of 5,580 active sample members. The purpose of this activity was to collect key data in the areas of work and educational history that had been requested but not obtained in prior follow-ups. Operations associated with obtaining responses to this questionnaire were those for the principal survey questionnaire. Supplemental Questionnaires, when appropriate, were included in the various mailings, and field operations included administration of this questionnaire, in cases where required. Consequently, the schedule for and technique of administration are completely analogous to those described previously for the Fourth Follow-Up Questionnaire.

Table 13 shows overall return rates for this instrument. Return rates for specific forms of the questionnaire (corresponding to the critical data blocks shown in Table 4) are provided in Table 14.

3. Retests

Also as described earlier, retests were to be personally administered to a sample of 1,016 sample members plus all other field interview cases of respondents who were eligible (i.e., had completed a base-year test and were scheduled for personal contact by a field interviewer). These tests were administered during the field data collection phase, described earlier. As shown in Table 15, a 68.1 percent completion rate was obtained for the sample of 1,016 and a 54.0 percent completion rate for the other eligible cases. Reasons for lower completion among the second group were (1) those cases were

Table 12.--Telephone completion of questionnaires that failed to meet edit specifications

	First fail-edit		Second fail-edit		Total fail-edit	
	Number	Percent	Number	Percent	Number	Percent
Number of questionnaires for which all key items were completed	12,387	94.1	641	96.4	13,028	94.2
Unable to contact respondent or respondent deceased	634	4.8	22	3.3	656	4.7
Refusals	142	1.1	2	.3	144	1.1
Total	13,163	100.0	665	100.0	13,828	100.0

NOTE.--Total hours charged = 6,628 hours; average hours per case = 0.48 hours.

Table 13.--Supplemental questionnaire return rates

Category	Number	Percent of total
Not returned	1,039*	18.2
Obtained by telephone	221	4.0
Obtained by field interview	981	17.7
Obtained by mail	3,339	60.2
Total	5,580	100.0

* Includes 32 cases subsequently determined to be ineligible due to prior refusal, death, or other reason.

Table 14.--Return rates for separate forms of the supplemental questionnaire

Form	Total cases	Number returned*	Return rate
A	2,835	2,353	83%
B	1,698	1,370	81
C	2,608	2,184	84
D	1,466	1,187	81
E	1,046	796	76
F	1,089	814	75
G	1,149	962	84
H	1,398	1,117	80
I	818	695	85
J	513	403	79
K	882	749	85

* Due to error in packaging the forms, some individuals received and returned an inappropriate form; however, the returns of inappropriate forms did not exceed 2 individuals for any form considered.

NOTE.--Each of the 5,580 total cases defined for this data collection activity received at least 2 and no more than 4 of the different forms.

Table 15.--Retest completion rate

Category	Total	Retest obtained	
		Number	Percent
Special retest sample	1,016	692	68.1%
Additional retest cases	3,891	1,956	50.3
Total	4,907	2,648	54.0

not scheduled for completion if the sample member had been scheduled for telephone contact rather than a personal interview, and (2) this group consisted exclusively of mail nonrespondents who were less likely to be cooperative.

V. PREPARATION OF DATA FILES²⁴

Several years of NLS survey and analysis effort went into the first NLS public release file and a supporting User's Manual, prepared in 1975 for utilizing the base-year and first follow-up survey data. The following year, the 1976 public release file was prepared and released, containing an additional year of survey data from the second follow-up as well as updates to portions of the base-year and first follow-up data. These updates included additional data obtained during the special activity state survey and from School Record Information Forms (SRIF) and School Questionnaires (SQ) which were not completely processed until after the 1975 data base was released. Also in 1976, a master file and a school file were prepared and documented. The 1976 master file contained all the information in the 1976 public release file, plus a set of restricted items not available to the general public because of confidentiality restrictions,²⁵ and the 1976 NLS school file contained a base-year School Questionnaire for each NLS high school and served as a companion file for the other student-oriented files. Following the third follow-up survey, all information contained in the 1975 and 1976 release files was supplemented and released as the 1978 public release file. Following the fourth follow-up, a merged NLS data file was created. Information included in the previous release files, containing base-year through third follow-up data, was supplemented with data collected during fourth follow-up operations on three instruments: the Fourth Follow-Up Questionnaire, the Supplemental Questionnaire, and the Retest. These files and their documentation are the archival records of the NLS surveys and represent the basic analytic resource of the NLS (see Appendix A).

A. Data Preparation and Entry

All completed Fourth Follow-up Questionnaires returned by mail either from individual sample members or from NLS field interviewers were routed to document control and batched in groups of 50 or less. Each questionnaire

²⁴ The content of this section was extracted, in part, from Riccobono, et al., 1981.

²⁵ This information with the exception of one item, (SRIF Question 10), is now public data and is available in the 1981 data file.

label contained not only the printed information of respondent's ID number, name, and address information but also a light scan "bar code" representation of the ID number. Once the batch number was assigned a bar code reader (or wand) was used to enter each respondent's ID number from the questionnaire label into the automated receipt control system. A Batch Header Sheet (showing ID numbers for all questionnaires in the batch) was machine produced as part of this process.

Batches were then routed to editing and coding where unusable questionnaires and refusals were identified and removed from the batch. Codes were manually assigned to specific items in the usable questionnaires and multiple responses to certain questions were resolved as necessary. On completion of code assignment, questionnaire batches were routed to direct data entry where each response was keyed and transformed into machine-readable form. Each questionnaire was then "computer-edited" to determine the consistency and completeness of the key items (see above, Subsection III.B.5). Questionnaires that passed edit were placed in temporary secure storage prior to microfilming and eventual destruction, while those instruments failing edit were forwarded to telephone interviewing for error resolution (see above, Subsection IV.B.1.d). After telephone follow-up, the updated questionnaires with their respective computer-generated problem sheets were routed to editing for code assignment and then scheduled for data entry where only the new data indicated on the problem sheet were keyed and transmitted. At each phase of document processing, appropriate event entries were made to the automated receipt control system using the bar code wand in order for questionnaire location to be constantly monitored.

1. Manual Editing and Coding

- a. Assigning Numeric Codes to Alphabetic Data

Manual coding of alphabetic information into numeric form for specific items was one of the first steps in insuring the accuracy and completeness of the NLS data. Questions concerning job area and occupation since November 1976 were assigned corresponding three-digit occupational codes from the Occupational Classification System designed by the Bureau of the Census. Spouse's occupation was also coded using this system.

Another major area of the questionnaire requiring numeric coding of alphabetic data concerned school information. Items involving postsecondary school identification, whether for colleges or universities or vocational-

technical institutions, were assigned six-digit FICE codes using the RTI FICE Code directory as the major reference source. A master index of vendor or FICE codes provided by the Department of Education and used for code assignment in previous follow-up surveys was used as an additional reference if school identification information was not available in the RTI FICE Code Directory. An updated RTI FICE Code Directory was then produced such that each FICE code is unique for a particular school name and address across the entire NLS data base.

Actual or intended fields of study or training areas reported by respondents who attended school during the post high school period were recoded into HEGIS FOS categories as for previous follow-ups. Also, several items required the assignment of numeric values to the various branches of the armed forces as well as the assignment of military specialty codes and codes denoting armed forces pay grades.²⁶

Alphabetic information provided by respondents in the response categories "other--please specify" was not included on the data file. However, for the 17 fourth follow-up questionnaire items in which this "other" option was provided, any alphabetic information was included in the data entry process and lists of these responses were produced (see Riccobono, et al., 1981).

b. Editing Existing Responses

Two editing procedures--(1) averaging, and (2) choosing the highest answer, depending on the question--were used to resolve specific questions with multiple responses. For these items, the resolved value was prefixed by the digit "8," indicating an edited response. An additional multiple response editing procedure was employed for field of study questions. If the response included more than one field of study, the training area or field of study given in the prior question was used as a guide for selecting the appropriate answer.

An additional fourth follow-up coding activity resulted from manual editing of a respondent's background information for completeness. A code was assigned to indicate the presence of necessary background data. A "0" value

²⁶ These military codes are listed in a Department of Defense publication, Occupational Conversion Table, Enlisted, Office of the Assistant Secretary of Defense, Manpower, and Reserve Affairs, DOD 1312.1-E, DA PAM 611-12, March 1974.

for this code denoted the presence of all required background information for the respondent. A "1" indicated that all required information was not present and that more information must be obtained in order for the questionnaire to be acceptable. This background code was used primarily in the computer-editing process; this variable was not included on the fourth follow-up data file.

2. Direct Data Entry Operations

Questionnaires were routed to direct data entry following the initial editing and code assignment, where the data were keyed directly into computer disk storage by operators through programmable direct data entry terminals. The primary advantage of direct data entry is the ability to perform certain checks on data at the time of entry. Direct data entry typically results in a lower error rate, and eliminates the need for most manual coding as well as rekey verification required in standard keypunch operations.

The basic procedure for determining data entry error rates consisted of selecting a 5 percent random sample of keyed questionnaires for a total of 922 sample instruments. For NLS, the 5 percent sample size provided reasonably good overall estimates as well as sufficient continued monitoring of the quality of the keying operation. Upon completion of keying, three instruments from each batch were randomly selected for rekey.²⁷ These selected questionnaires were then rekeyed twice, each time by a different operator.

The triplicate records were compared by machine variable-by-variable and character-by-character (excluding open-ended questionnaire items) to identify variables and characters that were not keyed in exactly the same manner. The master keying of a variable or character was considered correct if matched by at least one of the two rekeys. Thus, an initial indication of the errors in the master keying was given by a simple count of the number of rekeyed variables and characters for which neither rekey matched the initial keying. These counts were converted to error rates by calculating the number of keyed variables or characters and dividing the number of errors by this calculation.

A stricter quality control procedure was instituted to insure additional accuracy in keying the biographical data (Section G of the questionnaires which contained principally directory information). These data were entered as a separate step after all other questionnaire items were keyed and the data

²⁷ A table of random numbers was used for sample selection such that each keyed questionnaire had an equal probability of selection in the sample.

transmitted. All background information about the respondent, (i.e., name and address, including city, state, and zip code, and phone number with area code) were originally keyed and then 100 percent key-verified by an operator other than the original keyer. The verifying operator corrected any errors in the initial keying.

3. Preliminary Machine Editing and Telephone Follow-up

As indicated in Subsection III.B.5, a set of "key" or critical questionnaire items were defined for the purpose of editing each instrument for consistency and completeness. The edit checks were performed by computer once the data were keyed and transformed into machine-readable form. As data from each questionnaire were computer-edited, a computer-generated problem sheet containing a list of questions and corresponding responses needing clarification or completion was produced for each questionnaire that failed the edit process. The questionnaires failing the edit together with the associated problem sheet were routed to the Telephone Survey Unit for error resolution. Telephone interviewers were responsible for contacting sample members and clarifying discrepancies, omissions, or inconsistencies in the questionnaire. All question corrections/resolutions were recorded on an answer sheet which provided for correction of all key or critical items as necessary. The "fail-edit" questionnaires with answer sheets and problem sheets attached were routed back to editing and coding for necessary code assignments and then to data entry where only data recorded on the answer sheet by telephone interviewers were keyed and transmitted. These corrections were then merged into the questionnaire file and the computer edit process was again implemented. Any resulting fail-edit questionnaires were rerouted through this flow (telephone follow-up, coding, data entry, computer-edit) as many as two additional times if necessary.

4. Supplemental Questionnaire

Supplemental Questionnaire processing followed a similar procedure to that employed for fourth follow-up instruments. However, once initial data entry was completed, the Supplemental Questionnaires were routed to microfilm and then placed in secure storage until destruction. The Supplemental Questionnaires were not computer-edited, thus eliminating the need for telephone follow-up.

5. Retest Data Processing

Approximately 4,900 NLS sample members were eligible for administration of the Student Test Book by RTI field staff in the fourth follow-up. Answers to test items (corresponding to the mathematics and vocabulary portions of the base-year Test Battery), were coded on a special RTI answer sheet. Separate sections existed on the answer sheet for answering vocabulary items and mathematics items from the test book. All completed answer sheets (2,648) were optically scanned and a computer tape was produced containing item scores for each response in the Student Test Book. From these data, four retest related variables (a total verbal score, a total mathematics score, a verbal formula score, and a mathematics formula score) were computed and are included on the Fourth Follow-Up Release File.

B. Additional Machine Editing Procedures

Following the data entry process, an extensive machine edit of all NLS data (not just the "key" or critical items) was necessary in preparing the release file for public use. This machine edit process involved rigorous checking of all routing patterns within an instrument (not just skip patterns containing "key" or critical items) as well as range checks for all items and the assignment of error and missing data codes as necessary. "Hard copy" or source document checks were required in some cases for error resolution. As a result, the final data file contains only (a) valid response codes, (b) error or missing data codes (see below, Subsection V.D), and (c) "logically recoded values" including, in each case, an indicator for the reasons for such a recode.

The three sequential machine editing programs which were employed are described below.

1. Range Checks

The first program in the editing sequence dealt with out-of-range data. This program checked the responses to each fixed-response item against a specified range of acceptable values. Any value that fell outside of this range was recoded to 95 to indicate the occurrence of an out-of-range response. (See also out-of-range index, Subsection V.E.2.)

2. Consistency Checks

The second program of the machine editing sequence was concerned with checking the consistency of an individual's responses over the entire

questionnaire. A set of internal checks, or response comparisons, were defined for this purpose. The computer-edit process recorded the number of consistency checks failed per questionnaire, and appropriate indices were subsequently computed from this information (see below, Subsection V.E.1). These consistency indices reflect the internal consistency of a record, and, therefore, provide the user with a rough indication of the quality of each respondent's data.

3. Routing Checks

The fourth follow-up instrument includes 61 routing questions, and there are 22 possible routing items in the Supplemental Questionnaire. A routing question is one that either implicitly or explicitly directs a respondent around other questions in the instrument. The aim of the routing questions is to quickly move respondents around questionnaire sections that do not apply to them. In order to determine if the respondents correctly followed the routing patterns, a routing-check program was developed and implemented. This program read each record and flagged responses to all routing questions which were inconsistent with the subsequent pattern of response. Two kinds of routing flags were used; one indicating the type of inconsistency and the other the level of inconsistency. Three types of inconsistencies have been identified:

1. A first type of inconsistency occurs when the response to a routing item indicates that the questions associated with that item (i.e., contained within the routing pattern) should be skipped but are not (error of commission). When this type of inconsistency was detected, the response to the routing question was recoded by adding 20 to the original response code.
2. A second type of inconsistency occurs when the response to the routing item indicates that the questions associated with that item should be answered but are not (error of omission). Here recoding involved adding 40 to the routing question response code.
3. The third type of inconsistency is actually a combination of the first two types. This type of inconsistency arises when the response to the routing item indicates that certain questions should be skipped but are not (type one) and other questions should be answered but are not (type two). In these cases, recoding involved adding 60 (20 + 40) to the routing question response codes.

Examples given elsewhere (Riccobono, et al., 1981) should provide further clarification of the testing and recoding procedure employed by the routing check edit program. (See also Subsection V.E.3, below.)

C. Error and Missing Data Codes

The set of standard "error" codes that were defined and applied uniformly to indicate certain common classes of erroneous or missing data are listed below:

- 94 - Don't know. This code indicates a written response by the respondent indicating he did not know the answer.
- 95 - Out-of-range. This code is used when the response or transcription exceeds the specified field width.
- 96 - Multiple response. This is used if the respondent gave several answers to a question when the directions called for only one, and the multiple response could not be resolved.
- 97 - Refusal. This code indicates that the respondent refused to answer an item either by written statement or in the interview.
- 98 - Blank, or nonresponse. This code represents nonresponse in all cases other than those identified as legitimate nonresponse.
- 99 - Legitimate nonresponse. This is used when the respondent should not have answered the question and did not, i.e., he was routed around an item. If the respondent did not answer an entire instrument, then all fields representing that instrument were also coded 99.

D. Quality Indices

Several data quality indices are included in the NLS data file. The quality indices focus on a single individual and quantify the amount and quality of information present in his/her record. The quality and analytic indices included in the data file are described below.

1. Consistency Indices

The consistency indices represent the percentage of a set of defined consistency checks failed by an individual for a given instrument. The index was computed as follows:

$$CS = \left(\frac{\sum_{i=1}^m X_i}{m} \right) 100$$

where $X_i = 0$ if respondent passed check i ,
1 if respondent failed check i , and
 m = the number of checks defined for an instrument or
item subset within an instrument.

Two sets of consistency checks, 103 primary checks and 13 secondary checks, were defined for editing Fourth Follow-Up Questionnaires. The first consistency check index was computed based on the 103 primary checks, the failure of any one of which would cause a questionnaire not to pass the computer-edit process. A second index was also calculated based on an additional set of 13 secondary checks. In the computer-edit process, the failure of one of these secondary checks would not cause a questionnaire to fail edit if only secondary checks (no primary checks) failed. However, if a questionnaire failed one or more primary checks, an attempt was made during telephone follow-up to obtain data for any failed secondary checks.

2. Out-of-Range Index

This index represents the percentage of out-of-range responses for an individual's record for a given follow-up instrument. It was computed as follows:

$$OR = N/D * 100$$

where N = the number of items with response codes of 95
(out-of-range)

and D = the number of items with response other than 99
(legitimate skip).

3. Routing Indices

These indices represent the percentage of the routing questions that were ambiguously answered by an individual (i.e., routing questions which were answered in a manner which was inconsistent with the respondent's subsequent pattern of response) for a given instrument. The routing index was computed as follows:

$$RI = N/D * 100$$

where N = the number of ambiguously answered routing questions,
and D = the number of routing questions with response other
than 99.

4. Completeness Index

In the fourth follow-up instrument, there are six completeness indices, one each for the six (A-F) major sections of the questionnaire.²⁸ For a particular section and instrument, the completeness index represents the percentage of items with valid responses--that is, responses that are not coded as errors or missing data (codes 94-98). The index was computed as follows:

$$CI_x = N/D * 100$$

where x = the particular section of the questionnaire,

N = the number of items with valid responses (responses other than error or missing data codes), and

D = the number of items with response other than 99.

E. Composite Variables

During file preparation, a number of composite variables were constructed. Each composite was constructed from several variables and required a number of steps in its derivation. A complete list of fourth follow-up composite variables (as well as composites derived from prior survey data) is provided elsewhere (Riccobono, et al., 1981) along with detailed documentation regarding their derivation.

F. The NLS Data Files²⁹

Two basic data files were developed, the NLS master file and the NLS release file. A separate school file, with documentation, is available.³⁰ A computer-generated NLS variable list and response frequencies to provide details of the data stored in each record of the file are also available. The variable list contains the name and description of each variable and the fields or character positions containing each variable.

The number of respondents available for various subpopulations and for several combinations of instruments are tabulated in Table 16. This tabulation provides a summary of the amounts of data available for the several

²⁸ A Completeness Index was not computed for the directory information section (Section G).

²⁹ For complete documentation, see Riccobono, et al., 1981.

³⁰ The 1976, 1978, and 1980 master files are student-based files and do not contain the school information formerly a part of the 1975 master data file.

Table 16.--Data availability for subpopulations by instrument completion
(N=22,652)

Subpopulation	Total Instrument Completion ^{a/}							Pattern of Instrument Completion ^{b/}							
	TEST	SRIF	BASE	1st	2nd	3rd	4th	BASE, 1st, 2nd,3rd 4th	1st 4th	BASE, 2nd, 3rd 4th	BASE, 1st, 2nd, 3rd 4th	BASE, 1st, 2nd, 3rd 4th	BASE, 1st, 2nd, 3rd 4th	BASE, 1st, 2nd, 3rd 4th	BASE, 1st, 2nd, 3rd 4th
SEX:															
Men	7,899	10,768	8,281	10,484	10,244	9,820	9,041	6,184	2,069	286	248	625	324	245	219
Women	7,956	10,935	8,397	10,858	10,623	10,240	9,582	6,796	2,317	231	165	507	284	228	217
Unclassifiable	5	35	5	8	5	32	7	0	0	0	0	0	0	2	3
RACE:															
White	12,301	16,511	12,847	16,376	16,095	15,463	14,559	10,397	3,417	327	322	706	430	347	287
Black	1,952	2,951	2,127	2,913	2,860	2,682	2,334	1,431	657	141	55	256	95	64	58
Other	1,549	2,010	1,648	1,940	1,897	1,776	1,591	1,152	311	49	36	168	83	48	68
Unclassifiable	58	266	61	121	20	171	146	0	1	0	0	2	0	16	26
H.S. PROGRAM:															
Academic	6,537	8,656	6,812	8,520	8,434	8,122	7,581	5,549	1,627	183	146	434	217	138	131
General	5,370	7,804	5,673	7,640	7,422	7,129	6,573	4,229	1,818	218	173	413	220	197	180
Voc Tech	3,952	5,257	4,197	5,151	4,994	4,806	4,447	3,202	934	115	94	285	171	139	128
Unclassifiable	1	21	1	39	22	35	29	0	7	1	0	0	0	1	0
ABILITY:															
Lowest Quartile	4,798	4,783	4,788	4,392	4,256	4,051	3,640	3,319	6	2	126	449	217	205	188
Middle 2 Quartiles	7,008	6,997	7,000	6,600	6,534	6,293	5,957	5,609	6	2	162	397	252	171	177
Highest Quartile	4,054	4,053	4,052	3,890	3,896	3,783	3,610	3,469	1	0	87	199	96	71	58
Unclassifiable	0	5,905	843	6,468	6,186	5,965	5,423	583	4,373	513	38	87	43	28	16
SES:															
Lowest Quartile	4,531	6,172	4,827	6,117	5,962	5,618	5,169	3,554	1,232	161	125	397	214	146	125
Middle 2 Quartiles	7,562	10,226	7,927	10,157	9,910	9,524	8,811	6,240	2,119	248	204	534	263	224	216
Highest Quartile	3,707	4,924	3,863	4,911	4,794	4,636	4,375	3,178	1,001	97	80	199	129	95	70
Unclassifiable	60	416	66	165	206	314	275	8	34	11	4	2	2	10	28
TOTAL	15,860	21,738	16,683	21,350	20,872	20,092	18,630	12,980	4,386	517	413	1,132	608	475	439

^{a/} Abbreviations used to represent each instrument are: TEST = Test Book
 SRIF = Student's School Record Information Form
 BASE = Base-Year Student Questionnaire
 1st = First Follow-Up Questionnaire
 2nd = Second Follow-Up Questionnaire
 3rd = Third Follow-Up Questionnaire
 4th = Fourth Follow-Up Questionnaire

^{b/} Only patterns of instrument completion which have an N > 400 are included in this table.

instruments over the survey periods. The table shows the patterns of data availability in the data base, the amounts of data available for each instrument independent of the other and also different combinations of the instruments. The pattern of response for various classifier variables is also presented. Examination of the table indicates that data are available for all 5 student instruments (BSYR, FFU, SFU, TFU, and FTFU) for 12,980 respondents. There are 4,386 respondents with only the 4 follow-up instruments and there are also several small subsets of individuals with some other pattern of response to the student instruments. Table 17 gives the patterns of student response to survey instruments through the fourth follow-up.

Table 17.--Response patterns for Base-Year, First Follow-Up, Second Follow-Up, Third Follow-Up, and Fourth Follow-Up Questionnaire completion

Response pattern	Base-year	First follow-up ^{a/}	Second follow-up	Third follow-up key questionnaire items ^{b/}	Fourth follow-up key questionnaire items ^{b/}	Number of students
I	No	No	No	No	No	799*
II	No	No	No	No	Yes	0
III	No	No	No	Yes	No	21
IV	No	No	No	Yes	Yes	99
V	No	No	Yes	No	No	7
VI	No	No	Yes	No	Yes	9
VII	No	No	Yes	Yes	No	16
VIII	No	No	Yes	Yes	Yes	102
IX	No	Yes	No	No	No	295
X	No	Yes	No	No	Yes	14
XI	No	Yes	No	Yes	No	28
XII	No	Yes	No	Yes	Yes	84
XIII	No	Yes	Yes	No	No	302
XIV	No	Yes	Yes	No	Yes	89
XV	No	Yes	Yes	Yes	No	517
XVI	No	Yes	Yes	Yes	Yes	4,386
XVII	Yes	No	No	No	No	439
XVIII	Yes	No	No	No	Yes	47
XIX	Yes	No	No	Yes	No	3
XX	Yes	No	No	Yes	Yes	15
XXI	Yes	No	Yes	No	No	49
XXII	Yes	No	Yes	No	Yes	17
XXIII	Yes	No	Yes	Yes	No	65
XXIV	Yes	No	Yes	Yes	Yes	413
XXV	Yes	Yes	No	No	No	475
XXVI	Yes	Yes	No	No	Yes	29
XXVII	Yes	Yes	No	Yes	No	65
XXVIII	Yes	Yes	No	Yes	Yes	166
XXIX	Yes	Yes	Yes	No	No	608
XXX	Yes	Yes	Yes	No	Yes	180
XXXI	Yes	Yes	Yes	Yes	No	1,132
XXXII	Yes	Yes	Yes	Yes	Yes	12,980

TOTAL

23,451

^{a/} Forms A and B are not differentiated.

^{b/} Includes telephone interviews.

* These students are not represented on the data file.

NOTE.--Does not include specific questionnaire item or activity state through the Activity State Survey or the Supplemental Questionnaire Survey.

VI. WEIGHTING PROCEDURES³¹

As a consequence of the complex NLS design (a stratified, multistage cluster sample), each observation (response) must be weighted in order to obtain unbiased sample estimates of population parameters. For all students sampled, the unadjusted weights were calculated as the inverses of the probabilities of being included in the sample. For several classes of respondents, adjusted weights were calculated using a weighting-class method.

A. Unadjusted Student Weights

The use of backup schools in the base-year and first follow-up surveys, the use of "extra" schools in the second and third follow-up surveys, plus the resurvey work to obtain responses from all of the primary sample schools, resulted in three or four schools being represented in many final strata. In determining exactly which sample schools and students were to be considered "in sample" cases for the NLS project, it was decided, after considering several alternatives, that all sample schools from which base-year or first follow-up student questionnaires were completed would be considered to be in the NLS sample. A total of 1,339 schools were classified as "in the final NLS sample"--1,153 participating primary sample schools, 21 primary sample schools with no 1972 seniors, 131 backup sample schools, 18 "extra" base-year schools in which student questionnaires were completed, and 16 augmentation sample schools.³² The release files contain data for students representing 1,318 schools--all of the 1,339 schools in the final NLS sample except the 21 primary sample schools with no 1972 seniors.

For each school in the original 600 final strata, the sample inclusion probability, P_{hi} , was calculated as

$$P_{hi} = n_h \left\{ \frac{A_{hi}}{A_h} \right\}$$

³¹ For a more technical discussion, see Moore, 1975; Shah and Marnell, 1976; and Williams, 1978.

³² It would have been possible to reduce the sample of schools to the 1,200 originally intended, but this alternative was not exercised since considerable base-year student data would have been discarded with this alternative.

where n_h = number of schools in the final NLS sample for stratum-h,
 A_{hi} = size measure for school-i of stratum-h,
 and A_h = sum of size measures for all schools in stratum-h.

For schools in the smallest size strata, those with less than 300 seniors, the size measure for a school was the estimated number of seniors in the school or 18, whichever was larger. For schools in the two larger size strata, the size measure for each school was equal to one.³³

A sample of 200 school districts was canvassed during the base-year to identify public schools which were not in the sampling frame. A total of 45 such schools were identified and 23 of them were randomly selected as an augmentation sample (Hilton and Rhett, 1973). School selection probabilities, P_i , were calculated for each of the 45 schools, as suggested by the NLS sampling contractor (WESTAT, Inc., 1972). The 16 participating augmentation schools were grouped into 8 additional strata (601 through 608); sample inclusion probabilities, adjusted for school nonresponse, for these 16 schools were calculated as

$$P_{hi} = \left(\frac{16}{23} \right) \left(\frac{1}{2} \right) P_i .$$

The number of students in the sample from each sample school was taken as the number of students who were offered a chance to be in the sample and who also were eligible. This included all sample eligibles, both respondents and nonrespondents, but excluded selected students who were not eligible for the study--such as dropouts, early graduates, and adult education students.

There were 23,451 students sampled in the 1318 schools. The unadjusted student weight, w_{uhij} , for each of the 23,451 selected students was calculated

$$w_{uhij} = \frac{1}{P_{hi}} \cdot \frac{N_{hi}}{n_{hi}} ,$$

³³ This reflects the different procedures of selection; schools in the smallest size strata were selected with probabilities proportional to the number of seniors, while schools in the two larger size strata were selected with equal probabilities.

where N_{hi} = number of senior students in school-hi,
and n_{hi} = number of sampled students in school-hi.

The sum of the unadjusted student weights (3,043,598.76) is an estimate of the total number of 1972 high school seniors in the United States. If all of the selected students had completed the survey instruments, these weights would be appropriate for the analyses of student data.

B. Adjusted Student Weights

Nine different adjusted weights, W21 - W29, were calculated for the fourth follow-up, and these weights are defined in Table 18.³⁴ Each set is appropriate for analyses involving a particular data set, corresponding to a particular category of fourth follow-up respondents. The nine sets of weights represent a compromise subset of the weights that could have been calculated for respondents to various combinations of the fourth follow-up and previous survey instruments. They treat the fourth follow-up alone (W21); all pairs of survey instruments with the fourth follow-up as one of the pair (i.e., base-year and fourth follow-up [W22], first follow-up and fourth follow-up [W23], second follow-up and fourth follow-up [W24], third follow-up and fourth follow-up [W25]); the combination of all four follow-up instruments (W29); the combination of the subset of extended base-year items (gathered either in the base year or retrospectively in the first follow-up) and all four follow-up instruments (W26); and, finally, a weight associated with response to any one or more of the survey instruments (W28).

It should be noted that the adjusted weights, W21 - W29, are appropriate for analyses involving the fourth follow-up key questionnaire items; however, two nonresponse adjustment factors were calculated to facilitate analyses involving non-key questionnaire items. The first of these factors, TELMLT4, is a multiplier to be used in conjunction with the fourth follow-up weights to obtain sets of weights, analogous to W21 - W29, that are appropriate for

³⁴ Other adjusted weights were computed for previous follow up studies and are available on the current NLS release tape (see Riccobono, et al., 1981).

Table 18.--Appropriate weights for various data sets and variables through the fourth follow-up

Weight	Appropriate Data Set	Appropriate Variables
W21	Respondents to fourth follow-up key questionnaire items (n = 18,630)	Variables defined from fourth follow-up key questionnaire items only
W22	Respondents to the Base-year Student Questionnaire and fourth follow-up key questionnaire items (n = 13,847)	Variables defined from the Base-Year Questionnaire and fourth follow-up key questionnaire items
W23	Respondents to the First Follow-Up Questionnaire and the fourth follow-up key questionnaire items (n = 17,928)	Variables defined from First Follow-Up Questionnaire and fourth follow-up key questionnaire items
W24	Respondents to the Second Follow-Up Questionnaire and the fourth follow-up key questionnaire items (n = 18,176)	Variables defined from Second Follow-Up Questionnaire and fourth follow-up key questionnaire items
W25	Respondents to the third follow-up key questionnaire items and the fourth follow-up key questionnaire items (n = 18,245)	Variables defined from the third follow-up key questionnaire items and fourth follow-up key questionnaire items
W26	Respondents to base-year or extended base-year item subset (items 2, 5, 8, 10, 16, 27, 83, 84, 88, 91-95) and First Follow-Up Questionnaire, Second Follow-Up Questionnaire, third follow-up key questionnaire items, and fourth follow-up key questionnaire items (n = 16,450)	Variables defined from questionnaire items from each of the five survey instruments or from extended base-year subset and the four follow-up instruments [key items only for third and fourth follow-up]
W27	Respondents to all five survey instruments, base-year through third and fourth follow-up key questionnaire items (n = 12,980)	Variables defined from all items located in all five survey instruments [key items only for third and fourth follow-up]

(continued)

Table 18.--Appropriate weights for various data sets and variables through the fourth follow-up--Continued

Weight	Appropriate Data Set	Appropriate Variables
W28	Respondents to any survey instruments, base-year <u>or</u> first follow-up <u>or</u> second follow-up <u>or</u> third follow-up key questionnaire items <u>or</u> fourth follow-up key questionnaire items (n = 22,652)	Variables defined such that they obtain values regardless of which instrument was returned [key items only for third and fourth follow-up]
W29	Respondents to First and Second Follow-Up Questionnaires and to key third follow-up and fourth follow-up questionnaire items (n = 17,355)	Variables defined using items from each of the four follow-up instruments [key items only for third and fourth follow-up]

NOTE.--For any of weights W21-W29, new weights, appropriate for the specified combinations with non-key fourth follow-up items, can be obtained by multiplying the indicated weight by the adjustment factor TELMLT4. For weights W25-W29, new weights, appropriate for the specified combinations with non-key third and fourth follow-up items, can be obtained by multiplying the indicated weight by the adjustment factor TELMLT34.

analyses involving fourth follow-up non-key questionnaire items. For example, multiplying TELMLT4 by W21 will yield the weight that is appropriate for analyses involving the fourth follow-up non-key questionnaire items. The product of TELMLT4 and W24 is the weight appropriate for analyses involving variables defined from fourth follow-up non-key items and second follow-up questionnaire items. The second weight adjustment factor, TELMLT34, is a multiplier to be used in conjunction with W25 - W29 to obtain the appropriate weight for analyses involving non-key questionnaire items from both the third and fourth follow-up responses. Table 19 gives the data sets and variables appropriate for the two weight adjustment factors.

The formula for the weight adjustment factors is shown below. First define

$$K_{hij} = \begin{cases} 1 & \text{if student - hij belongs to weighting class} \\ & k, \text{ or} \\ 0 & \text{otherwise;} \end{cases}$$

$$L_{hij} = \begin{cases} 1 & \text{if student - hij completed the questionnaire items} \\ & \text{required to be included in data set - 2, or} \\ 0 & \text{otherwise,} \end{cases}$$

given W_{uhij} , the unadjusted student weight. The weight adjustment factor, $T_{hij(k)2}$, for data set-2 was computed as

$$T_{hij(k)2} = L_{hij} \left\{ \frac{\sum K_{hij} W_{uhij}}{\sum K_{hij} L_{hij} W_{uhij}} \right\}$$

for student - j who was selected from school - hi and classified in weighting class - k ($k = 1, 2, \dots, 87$). The weighting classes derived in the second follow-up (see Shah and Marnell, 1976) were retained without change.

C. Sampling Weights for the Retest Subsample³⁵

Because a self-weighting retest subsample would have yielded an inadequate number of black subsample members, a design option which oversampled blacks was adopted. Specifically, two strata, a non-black stratum and a black stratum, were formed and a self-weighting subsample was chosen within each of

³⁵ A more detailed discussion of the Retest Study sampling design is given in Williams, 1979.

Table 19.--Weight adjustment factors for various data sets and variables through the fourth follow-up

Weight Adjustment Factor	Appropriate Data Sets	Appropriate Variables
TELMLT4	Data sets defined, in part, by respondents to fourth follow-up non-key questionnaire items (n = 17,770).	Variables defined, in part, from fourth follow-up non-key questionnaire items.
TELMLT34	Data sets defined, in part, by respondents to third follow-up non-key and fourth follow-up non-key questionnaire items (n = 17,185).	Variables defined, in part, by third follow-up non-key and fourth follow-up non-key questionnaire items.

these explicit strata. Retest sample members were selected from the eligibles in the stratum with probability inversely proportional to their probability of being in the full NLS sample. This sampling procedure resulted in equal probabilities of selection, and thus, in equal weights, within a given stratum.

In addition to the explicit stratification by race/ethnicity, the sample was also controlled, within strata, on three factors (base-year ability, SES, and postsecondary educational achievement) believed to be highly correlated with retest ability scores. This control was achieved by applying an implicit stratification procedure.

The unadjusted Retest sample weight, $W(s)$, for each student in strata ($s = 1, 2$) is given by

$$W(s) = \sum_{j \in s} W1(sj)/n(s)$$

where

$n(s)$ = the number of students in stratum s selected for retesting

$W1(sj)$ = the base-year weight for student j in stratum s

$\sum_{j \in s} W1(sj)$ = the sum of base-year weights for all students in stratum s who are eligible to participate in the Retest Study.

A weighting class procedure was used to adjust Retest sample weights to compensate for the potential biasing effect of test nonresponse. This procedure consisted of making nonresponse adjustments to the unadjusted Retest weights within five weighting classes³⁶ defined by race/ethnicity and base-year aptitude. The weighting classes were:

- low aptitude, non-black
- medium aptitude, non-black
- high aptitude, non-black
- low aptitude, black
- medium and high aptitude, black.

³⁶ A more detailed discussion of the Retest Study weight adjustment procedure is given in Bentley, 1980.

The relatively small size of the Retest sample resulted in there being a single respondent in many of the original 608 strata of the full NLS design. There must be at least two respondents in each stratum that is represented by a response in order to estimate sampling variances from sampling data alone. For this reason, a collapsed stratum procedure was used to combine similar strata into pseudo-strata, all of which would contain at least two respondents. Strata were combined within five classes of internally homogeneous strata as indicated below.

<u>Original Final Stratum Number</u>	<u>Description</u>
1-152	Low SES, probability of selection proportional to size
153-300	Low SES, equal probability of selection
301-443	Non-low SES, probability of selection proportional to size
444-600	Non-low SES, equal probability of selection
601-608	Sample augmentation schools not included in the original sampling frame

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Appendix A

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Appendix B

Fourth Follow-Up Instruments

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes except as required by law.

O.M.B. No. 051-S-76038
APPROVAL EXPIRES DECEMBER 31, 1980

OPERATION FOLLOW-UP



NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Fourth Follow-Up Questionnaire



113

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1979

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Work Experience
- C. Education and Training
- D. Military Service
- E. Family Status
- F. Experiences and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank — in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?	(Circle one number on each line.)	
	<u>My Reasons</u>	<u>NOT My Reasons</u>
Graduated.....	(1)	2
Entered college.....	1	(2)
Went to work.....	(1)	2

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the **first week of October 1979?**" Because it has been three years since we last heard from you, we also ask some questions about what you were doing in **1977 and 1978**. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

- (1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).
- (2) The respondent is subject to no penalty for not providing all or any part of the requested information.
- (3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.
- (4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Department Regulations (45 CFR 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

**OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709**

THANK YOU FOR YOUR COOPERATION

SECTION A: GENERAL INFORMATION

*** 1. What were you doing the first week of October 1979?**

(Circle as many as apply.)

- Working for pay at a full-time or part-time job.....1
- Enrolled in graduate or professional school.....2
- Taking academic courses at a two- or four-year college.....3
- Taking vocational or technical courses at any kind of school
or college (for example, vocational, trade, business,
or other career training school).....4
- Serving in an apprenticeship program or government training program.....5
- On active duty in the Armed Forces (or service academy).....6
- Homemaker.....7
- On temporary layoff from work, looking for work, or waiting
to report to work.....8
- Other (describe: _____).....9

2. Where did you live during the first week of October 1979?

(Circle one.)

- Private house.....1
- Mobile home.....2
- Private apartment.....3
- Dormitory or apartment operated by a school or college.....4
- Fraternity or sorority house.....5
- Rooming or boarding house.....6
- Military service barracks, on board ship, etc.....7
- Other (describe: _____).....8

3. With whom did you live the first week of October 1979?

(Circle one.)

- By myself.....1
- With my parents.....2
- With my husband or wife.....3
- With parents and husband or wife.....4
- With other relatives.....5
- With person(s) not related to me.....6

4. Which of the following best describes the location of the place where you lived in the first week of October 1979?

(Circle one.)

- In a rural or farming community.....1
- In a small city or town of fewer than 50,000 people that is not
a suburb of a larger place.....2
- In a medium-sized city (50,000-100,000 people).....3
- In a suburb of a medium-sized city.....4
- In a large city (100,000-500,000 people).....5
- In a suburb of a large city.....6
- In a very large city (over 500,000 people).....7
- In a suburb of a very large city.....8
- A military base or station.....9

5. What was the main reason you chose to live where you lived in October 1979?

(Circle one.)

- I have always lived here..... 1
- To look for a job..... 2
- Was transferred..... 3
- To accept a job offer..... 4
- To go to school..... 5
- To follow my parents to a new location..... 6
- To follow my spouse to a new location..... 7
- To follow another relative or friend to a new location..... 8
- Wanted a better place to live..... 9
- Returned home after leaving school..... 10
- Returned home after leaving armed services..... 11
- Wanted to leave home and get out on my own..... 12
- Other (specify: _____)..... 13

6. How far is this from the city or community where you lived in October 1976?

(Circle one.)

- Does not apply to me since I live in the same city or community..... 0
- Less than 50 miles..... 1
- 50 to 99 miles..... 2
- 100 to 199 miles..... 3
- 200 to 499 miles..... 4
- 500 miles or more..... 5

7. How far is this from where you lived in the spring of 1972 (when you were a senior in high school)?

(Circle one.)

- Does not apply to me since I live in the same city or community..... 0
- Less than 50 miles..... 1
- 50 to 99 miles..... 2
- 100 to 199 miles..... 3
- 200 to 499 miles..... 4
- 500 miles or more..... 5

8. Which of the following items do you now have the use of because you (or your spouse) have bought them or have been given them, or because they belong to your parents, roommates, dormitory, apartment building, etc.?

(Circle one number on each line.)

	Have As My Own	Have But Don't Own	Don't Have Use Of
a. Daily newspaper.....	1	2	3
b. Dictionary.....	1	2	3
c. Encyclopedia or other reference books.....	1	2	3
d. Magazines.....	1	2	3
e. Record player.....	1	2	3
f. Tape recorder or cassette player.....	1	2	3
g. Color television.....	1	2	3
h. Typewriter.....	1	2	3
i. Electric dishwasher.....	1	2	3
j. Two or more cars or trucks that run.....	1	2	3

* 9. Now please think back a year to Fall 1978. What were you doing in October 1978?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job.....1
- Enrolled in graduate or professional school.....2
- Taking academic courses at a two- or four-year college.....3
- Taking vocational or technical courses at any kind of school or college
(for example, vocational, trade, business, or other career training school).....4
- On active duty in the Armed Forces (or service academy).....5
- Homemaker.....6
- On temporary layoff from work, looking for work, or waiting to report to work.....7
- Other (describe: _____).....8

* 10. Now please think back another year to Fall 1977. What were you doing in October 1977?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job.....1
- Enrolled in graduate or professional school.....2
- Taking academic courses at a two- or four-year college.....3
- Taking vocational or technical courses at any kind of school or college
(for example, vocational, trade, business, or other career training school).....4
- On active duty in the Armed Forces (or service academy).....5
- Homemaker.....6
- On temporary layoff from work, looking for work, or waiting to report to work.....7
- Other (describe: _____).....8

SECTION B: WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the three-year period from October 1976 through October 1979. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

- * 11. Since leaving high school, have you at any time held a job of any kind?

(Circle one.)

No.....1 GO TO Q. 63, p. 14
Yes.....2 CONTINUE WITH Q. 12

LATEST JOB HELD

- * 12. Please describe below the job you held during the first week of October 1979, or if you did not hold a job then, the last job you held before that. (If you held more than one job at that time, describe the one at which you worked the most hours.)

- a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

- b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

- c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

- d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

- e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)? 2
Self-employed in your OWN business, professional practice, or farm? 3
Working WITHOUT PAY in family business or farm? 4

- f. When did you start working at this job? _____ (month) _____ (year)

- g. Are you currently working at this job?

(Circle one.)

Yes.....1
No.....2 (Date left: _____ month _____ year)

13. When you took this job, what were your reasons for taking it rather than some other job?

(Circle one number on each line.)

	My Reasons	Not My Reasons
a. It was the kind of job for which I had trained.....	1	2
b. It was pretty much the kind of job I was looking for.....	1	2
c. It was pretty much the kind of work I had always wished to do.....	1	2
d. I could not get the kind of job for which I was trained.....	1	2
e. I could not get the kind of job I wanted because of my race.....	1	2
f. I could not get the kind of job I wanted because of my sex.....	1	2
g. It was the best paying job I could find.....	1	2
h. This job offered a great deal of security.....	1	2
i. It was the best job I could find without having to move to another city or state.....	1	2
j. It was the only job I could find.....	1	2
k. I did not have sufficient training to get the kind of job I really wanted.....	1	2
l. Other (specify: _____).....	1	2

14. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Pay.....	1	2	3	4
b. Fringe benefits.....	1	2	3	4
c. Importance and challenge.....	1	2	3	4
d. Working conditions.....	1	2	3	4
e. Opportunity for promotion and advancement with this employer.....	1	2	3	4
f. Opportunity for promotion and advancement in this line of work.....	1	2	3	4
g. Opportunity to use past training and education.....	1	2	3	4
h. Security and permanence.....	1	2	3	4
i. Supervisor(s).....	1	2	3	4
j. Opportunity for developing new skills.....	1	2	3	4
k. Job as a whole.....	1	2	3	4
l. The pride and respect I received from my family and friends by being in this line of work.....	1	2	3	4

15. How much of a problem did the following experiences cause you in this job?

(Circle one number on each line.)

	Little or No Problem or Does Not Apply to Me	Somewhat of a Problem	A Serious Problem
a. Moving to another location.....	1	2	3
b. Being laid off or fired.....	1	2	3
c. Going back to school or college.....	1	2	3
d. Getting married, having a baby, or taking on other family responsibilities.....	1	2	3
e. Having health problems or a physical handicap.....	1	2	3
f. Lacking sufficient education or training.....	1	2	3
g. Being treated unfairly because of my race.....	1	2	3
h. Being treated unfairly because of my sex.....	1	2	3
i. Not receiving sufficient training on the job to perform satisfactorily on the job.....	1	2	3
j. Not receiving sufficient training on the job to get ahead on the job.....	1	2	3

16. How did your schooling relate to your experiences on this job?

(Circle one number on each line.)

	My Experience	NOT My Experience
a. I was able to apply most of what I learned in school.....	1	2
b. I would have liked more job-related training before I started working.....	1	2
c. The way the job was done was different from the way I was trained.....	1	2
d. I did not use, on the job, the tools or equipment I was trained to use.....	1	2
e. I could have gotten my job without the training.....	1	2
f. I realized I had taken coursework associated with my training which was not helpful in performing my job.....	1	2
g. Most of what I did on the job I learned to do in school.....	1	2
h. I considered myself to be doing as well as others with similar training.....	1	2
i. I considered going to school and getting the training a wise choice.....	1	2

17. How many miles did you typically travel each day, one way, from your place of residence to this job?

(Circle one.)

Less than one mile.....	1
1 to 5 miles.....	2
6 to 10 miles.....	3
11 to 20 miles.....	4
21 to 50 miles.....	5
More than 50 miles.....	6

**JOBS HELD DURING THE PERIOD FROM THE FIRST OF
NOVEMBER 1978 THROUGH OCTOBER 1979**

18. Were you looking for work during the first week of October 1979 (regardless of whether or not you held a job at that time)?

(Circle one.)

No, and did NOT look for work at any time during the month of September 1979.....	1	GO TO Q. 21
Yes, WAS looking for work during the first week of October 1979.....	2	CONTINUE WITH Q. 19
No, but DID look for work sometime during the month of September 1979.....	3	

19. How many hours per week did you spend actively looking for work the last week you were looking for work?

_____ hours per week

20. What was the lowest weekly salary or wage rate you would have accepted the last week you were looking for work?

\$ _____ per week

*21. At any time during the period from the first of November 1978 through October 1979, did you hold a job of any kind?

(Circle one.)

No.....	1	GO TO Q. 40, p. 9
Yes.....	2	CONTINUE WITH Q. 22, p. 7

- *22. Please think about the most recent job you held during the period from the first of November 1978 through October 1979. How many hours did you usually work at this job in an average week?

_____ hours per week

- *23. How did you find this job?

(Circle as many as apply.)

School or college placement service..... 1
Professional periodicals or organizations..... 2
Civil Service applications..... 3
Public employment service..... 4
Private employment agency..... 5
Community action or welfare groups..... 6
Newspaper, TV, or radio ads..... 7
Direct application to employers..... 8
Registration with a union..... 9
Relatives..... 10
Friends..... 11
Other (specify: _____)..... 12

- *24. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$_____ per week (Earnings before deductions)

- *25. The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day on your job?

(Circle one number on each line.)

	None	Very Little	Some	A Great Deal
a. Working with things (machinery, apparatus, art materials, etc.).....	1.....	2.....	3.....	4.....
b. Doing paperwork (administrative, clerical computational, etc.).....	1.....	2.....	3.....	4.....
c. Working with ideas, thinking.....	1.....	2.....	3.....	4.....
d. Dealing with people (as part of the job).....	1.....	2.....	3.....	4.....

- *26. About how many people were employed in the entire organization for which you worked? If you were a State or Federal employee, give the approximate number of people in your department, e.g., State, Commerce, Motor Vehicles, etc. If you were self-employed, give the approximate number of your employees.

(Circle one.)

Less than 1000..... 1
1000 or more..... 2
Don't know..... 3

- *27. About how many of these people worked in the same plant or office as you?

(Circle one.)

I worked alone..... 1
Less than 10..... 2
10-99..... 3
100-499..... 4
500-999..... 5
1,000 or more..... 6

28. Please think about your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?

(Circle one.)

- My supervisor decided both what I did and how I did it 1
My supervisor decided what I did, but I decided how I did it 2
My supervisor gave me some freedom in deciding what I did and how I did it 3
I was more or less my own boss within the general policies of the organization 4
There was no such person 5

29. How many people did you supervise in your job? (Include all persons whose work you supervised as well as those for whose work you were held responsible.) Enter zero, "0," if you were not responsible for anyone else's work.

_____ people

30. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?

(Circle one.)

- No 1 GO TO Q. 34
Yes 2 CONTINUE WITH Q. 31

31. Where did you receive this training?

(Circle as many as apply.)

- High School 1
Vocational, trade, business, or other career training school 2
Apprenticeship or government training program 3
Junior or community college 4
College or university (four years or more) 5
Independent graduate or professional school (medical, dental, law, theology, etc.) 6
Military service 7
Other (describe: _____) 8

32. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?

(Circle one.)

- Yes 1
No 2
Don't know 3

33. Did the school at which you received your training for this job refer you to this job?

(Circle one.)

- Yes 1
No 2

34. Do you expect to be working in October 1980?

(Circle one.)

- No 1 } GO TO Q. 36, p. 9
Don't know 2 }
Yes 3 CONTINUE WITH Q. 35

35. Do you plan to work at the SAME KIND OF WORK?

(Circle one.)

- Yes 1
No 2
Don't know 3

36. Were you working at a second job during the period from the first of November 1978 through October 1979 at the SAME TIME you held the job you described above?

(Circle one.)

No.....1 GO TO Q. 39
Yes.....2 CONTINUE WITH Q. 37

37. How many hours did you usually work at this second job in a average week?

_____ hours per week

38. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

- * 39. Did you hold a job of any kind during the first week of October 1979?

(Circle one.)

Yes, working full-time (35 hours or more per week).....1
Yes, working part-time (34 hours or fewer per week).....2
Yes, but on temporary layoff from work or waiting to report to work.....3
No.....4

**JOBS HELD DURING THE PERIOD FROM THE FIRST OF
NOVEMBER 1977 THROUGH OCTOBER 1978**

40. Now please think back a year. Were you looking for work during the first week of October 1978 (regardless of whether or not you held a job at that time)?

(Circle one.)

Yes.....1
No, but DID look for work sometime during the month of September 1978.....2
No, and did NOT look for work at any time during the month of September 1978.....3

- * 41. At any time during the period from the first of November 1977 through October 1978, did you hold a job of any kind?

(Circle one.)

No.....1 GO TO Q. 50, p. 11
Yes.....2 CONTINUE WITH Q. 42

- * 42. Please think about the most recent job you held during the period from the first of November 1977 through October 1978. How many hours did you usually work at this job in an average week?

_____ hours per week

- * 43. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

*44. Is this the same job you reported in Q. 12?

(Circle one.)

Yes.....1 GO TO Q. 46
No.....2 CONTINUE WITH Q. 45

*45. Please describe below the most recent job you held during the period from the first of November 1977 through October 1978. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school or individual working for wages, salary, or commissions?.....1

A GOVERNMENT employee (Federal, State, county, or local institution or school).....2

Self-employed in your OWN business, professional practice, or farm?.....3

Working WITHOUT PAY in family business or farm?.....4

f. When did you start working at this job? _____ (month) _____ (year)

g. When did you leave this job? _____ (month) _____ (year)

46. Were you working at a second job during the period from the first of November 1977 through October 1978 at the SAME TIME you held the job you described above?

(Circle one.)

No.....1 GO TO Q. 49
Yes.....2 CONTINUE WITH Q. 47

47. How many hours did you usually work at this second job in an average week?

_____ hours per week

48. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

*49. Did you hold a job of any kind during the month of October 1978?

(Circle one.)

Yes, worked full-time (35 hours or more per week).....1

Yes, worked part-time (34 hours or fewer per week).....2

Yes, but on temporary layoff from work or waiting to report to work.....3

No.....4

**JOBS HELD DURING THE PERIOD FROM THE FIRST OF
NOVEMBER 1976 THROUGH OCTOBER 1977**

50. Now please think back another year. Were you looking for work during the first week of October 1977 (regardless of whether or not you held a job at that time)?

(Circle one.)

- Yes 1
No, but DID look for work sometime during the month of September 1977 2
No, and did NOT look for work at any time during the month of September 1977 3

*51. At any time during the period from the first of November 1976 through October 1977, did you hold a job of any kind?

(Circle one.)

- No 1 GO TO Q. 60, p. 13
Yes 2 CONTINUE WITH Q. 52

*52. Please think about the most recent job you held during the period from the first of November 1976 through October 1977. How many hours did you usually work at this job in an average week?

_____ hours per week

*53. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

*54. Is this the same job you reported in Q. 45 (or in Q. 12 if you did not answer Q. 45)?

(Circle one.)

- Yes 1 GO TO Q. 56, p. 12
No 2 CONTINUE WITH Q. 55, p. 12

- * 55. Please describe below the most recent job you held during the period from the first of November 1976 through October 1977. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?..... 1

A GOVERNMENT employee (Federal, State, county, or local institution or school)?..... 2

Self-employed in your OWN business, professional practice, or farm?..... 3

Working WITHOUT PAY in family business or farm?..... 4

f. When did you start working at this job? _____ (month) _____ (year)

g. When did you leave this job? _____ (month) _____ (year)

56. Were you working at a second job during the period from the first of November 1976 through October 1977 at the SAME TIME you held the job you described above?

(Circle one.)

No..... 1 GO TO Q. 59

Yes..... 2 CONTINUE WITH Q. 57

57. How many hours did you usually work at this second job in an average week?

_____ hours per week

58. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

- * 59. Did you hold a job of any kind during the month of October 1977?

(Circle one.)

Yes, worked full-time (35 hours or more per week)..... 1

Yes, worked part-time (34 hours or fewer per week)..... 2

Yes, but on temporary layoff from work or waiting to report to work..... 3

No..... 4

JOB PROGRESS

- *60. During the three 52-week periods from (a) October 1976 to October 1977, from (b) October 1977 to October 1978, and from (c) October 1978 to October 1979, how many employers did you work for altogether? (For each time period, count each employer only once, even if you had different jobs for the same employer.) Enter zero, "0," if you had no employer.

Number of
Employers

- a. October 1976 to October 1977.....
b. October 1977 to October 1978.....
c. October 1978 to October 1979.....

- *61. During the same three 52-week periods from (a) October 1976 to October 1977, from (b) October 1977 to October 1978, and from (c) October 1978 to October 1979, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.) Enter zero, "0," if there were no such weeks.

Number of
Weeks Worked

- a. October 1976 to October 1977.....
b. October 1977 to October 1978.....
c. October 1978 to October 1979.....

62. In each of these 52-week periods from (a) October 1976 to October 1977, from (b) October 1977 to October 1978, and from (c) October 1978 to October 1979, for how many weeks were you NOT working but looking for work, on layoff from a job, or waiting to report to work? Enter zero, "0," if there were no such weeks.

Number of weeks NOT Working but
Looking for Work, on Layoff from a
Job, or Waiting to Report to Work

- a. October 1976 to October 1977.....
b. October 1977 to October 1978.....
c. October 1978 to October 1979.....

CAREER PLANS

- * 63. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

(Circle one.)

- a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent..... 1
- b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter..... 2
- c. FARMER, FARM MANAGER..... 3
- d. FULL-TIME HOMEMAKER..... 4
- e. LABORER such as construction worker, car washer, sanitary worker, farm laborer..... 5
- f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official..... 6
- g. MILITARY such as career officer, enlisted man or woman in the Armed Forces..... 7
- h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant..... 8
- i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher..... 9
- j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher..... 10
- k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner..... 11
- l. PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter..... 12
- m. SALES such as salesperson, advertising or insurance agent, real estate broker..... 13
- n. SCHOOL TEACHER such as elementary or secondary..... 14
- o. SERVICE, such as barber, beautician, practical nurse, private household worker, janitor, waiter..... 15
- p. TECHNICAL such as draftsman, medical or dental technician, computer programmer..... 16
- q. NOT WORKING..... 17

64. Do you think you will need more education, training, or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?

(Circle one.)

- Yes..... 1
- No..... 2
- Don't know..... 3

65. How satisfied are you with the progress you have made towards doing the kind of work you expect to be doing when you are 30 years old?

(Circle one.)

- Very satisfied..... 1
- Satisfied..... 2
- Dissatisfied..... 3
- Very dissatisfied..... 4

SECTION C: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about the schools you have attended during the last three years, from October 1976 to October 1979. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

EDUCATIONAL EXPERIENCES AND PLANS

- *66. As of the first week of October 1979, how many years of education had you received at vocational, trade, or business schools?

(Circle one.)

This does not apply to me since I have not attended a vocational, trade, or business school. 0
 Some, but less than two years 1
 Two years or more 2

- *67. As of the first week of October 1979, what was your highest level of college education?

(Circle one.)

This does not apply to me since I have not attended college 0
 Some, but less than two years of college 1
 Two or more years of college 2
 Finished college (four- or five-year degree) 3
 Master's degree or equivalent 4
 Ph.D. or advanced professional degree 5

- *68. As things stand now, how far in vocational, trade, or business school do you think you actually will get?

(Circle one.)

I do not think I will attend at all 1
 Some, but less than two years 2
 Two years or more 3

- *69. As things stand now, how far in college do you think you actually will get?

(Circle one.)

I do not think I will attend at all 1
 Some but less than two years of college 2
 Two or more years of college 3
 Finish college (four- or five-year degree) 4
 Master's degree or equivalent 5
 Ph.D. or advanced professional degree 6

70. In considering your further education, which of the following statements are true?

(Circle one number on each line.)

	Is True For Me	Is Not True for Me
a. I am interested in further education.....	1.....	2.....
b. I have family responsibilities that would interfere with my further education.....	1.....	2.....
c. Financial considerations would interfere with my further education.....	1.....	2.....
d. My present job prospects are good enough without further education.....	1.....	2.....
e. I am not sure what I want to study.....	1.....	2.....
f. I am not sure what occupation I want to pursue.....	1.....	2.....
g. I am tired of school.....	1.....	2.....
h. I do not think my academic background is good enough for me to attempt further education.....	1.....	2.....
i. I do not think I have the ability to succeed at further education.....	1.....	2.....

71. How important would each of the following factors be in your choice of where to go for more schooling?

(Circle one number on each line.)

Determining Factor	Important	Not Important	Would NOT Consider
a. Cost of attending.....	1.....2.....	3.....	4.....
b. Amount of financial aid available.....	1.....2.....	3.....	4.....
c. Recommendation of undergraduate professor.....	1.....2.....	3.....	4.....
d. Presence of a particular professor at the institution.....	1.....2.....	3.....	4.....
e. Quality of a particular department.....	1.....2.....	3.....	4.....
f. Reputation of the institution.....	1.....2.....	3.....	4.....
g. Location.....	1.....2.....	3.....	4.....
h. Library facilities.....	1.....2.....	3.....	4.....
i. Proximity to spouse's school/work.....	1.....2.....	3.....	4.....
j. Other (specify: _____).....	1.....2.....	3.....	4.....

72. Which of the following statements describes your experience during your last year in school?

(Circle one number on each line.)

	Was My Experience	Was Not My Experience
a. The courses were more difficult than I expected.....	1.....	2.....
b. School personnel advised me to continue in the field I was studying.....	1.....	2.....
c. Good job opportunities existed in the field I was studying.....	1.....	2.....
d. The course content differed from what I expected.....	1.....	2.....
e. I found the course work interesting.....	1.....	2.....
f. I performed well academically.....	1.....	2.....
g. I learned a great deal from the education or training.....	1.....	2.....
h. I met people with new ideas.....	1.....	2.....

73. Which of the following caused problems with your schooling during your last year in school?

(Circle one number on each line.)

	Caused Problems For Me	Did Not Cause Problems For Me
a. I could not afford to go full-time or continue in school.....	1.....	2.....
b. I was working full-time.....	1.....	2.....
c. I was working part-time.....	1.....	2.....
d. I got married, had a baby, or took on other family responsibilities.....	1.....	2.....
e. I was undecided about career plans.....	1.....	2.....
f. There was too much pressure or strain with my load of school work.....	1.....	2.....
g. I wanted to be at a larger school.....	1.....	2.....
h. I wanted to be at a smaller school.....	1.....	2.....
i. I wanted to attend a school closer to home.....	1.....	2.....
j. I wanted to attend a school farther from home.....	1.....	2.....
k. The school program was not relevant to the work I wanted to do.....	1.....	2.....
l. I was failing or not doing as well as I wanted.....	1.....	2.....

74. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?

(Circle one number on each line.)

	Very Satisfied	Somewhat Satisfied	Neutral or No Opinion	Somewhat Dissatisfied	Very Dissatisfied
a. The ability, knowledge, and personal qualities of most teachers.....	1.....	2.....	3.....	4.....	5.....
b. The social life.....	1.....	2.....	3.....	4.....	5.....
c. Development of my work skills.....	1.....	2.....	3.....	4.....	5.....
d. My intellectual growth.....	1.....	2.....	3.....	4.....	5.....
e. Counseling or job placement.....	1.....	2.....	3.....	4.....	5.....
f. The buildings, library, equipment, etc.....	1.....	2.....	3.....	4.....	5.....
g. Cultural activities, music, art, drama, etc.....	1.....	2.....	3.....	4.....	5.....
h. The intellectual life of the school.....	1.....	2.....	3.....	4.....	5.....
i. Course curriculum.....	1.....	2.....	3.....	4.....	5.....
j. The quality of instruction.....	1.....	2.....	3.....	4.....	5.....
k. Sports and recreation facilities.....	1.....	2.....	3.....	4.....	5.....
l. The financial cost of attending.....	1.....	2.....	3.....	4.....	5.....
m. The prestige of the school.....	1.....	2.....	3.....	4.....	5.....

*75. Since high school, had you earned any certificate, license, diploma or degree of any kind prior to October 1979?

(Circle one.)

No.....1 GO TO Q. 77, p. 18
Yes.....2 CONTINUE WITH Q. 76, p. 18

* 76. What kind of certificate, license, diploma or degree had you earned?

	(Circle as many as apply.)	Date Received Month Year	Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History)
A certificate.....	1	19	
A license.....	2	19	
A 2-year or 3-year vocational degree or diploma.....	3	19	
A 2-year academic degree.....	4	19	
A 4-year or 5-year college Bachelor's degree.....	5	19	
A Master's degree or equivalent.....	6	19	
Other (specify: _____).....	7	19	

* 77. Since leaving high school, about how many credits which can be used for a 4-year college Bachelor's degree had you earned by October 1979? Enter zero, "0", where you received no credits. (Write in. Use more than one line if applicable.)

- a. _____ Number of quarter hours
- b. _____ Number of semester hours
- c. _____ Number of other type of credits (specify type: _____)

**SCHOOL ATTENDANCE DURING THE PERIOD FROM THE
FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1979**

* 78. During the three-year period from the first of November 1976 through October 1979, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?

(Circle one.)

- No.....1 *GO TO Q. 134, p. 30*
- Yes.....2 *CONTINUE WITH Q. 79, p. 19*

SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1978 THROUGH OCTOBER 1979

- *79. During the period from the first of November 1978 through October 1979, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, community college, and so forth?

(Circle one.)

No.....1 *GO TO Q. 81, p. 21*
 Yes.....2 *CONTINUE WITH Q. 80*

- *80. During the period from the first of November 1978 through October 1979, which month(s) did you attend school?

(Circle all that apply.)

November 1978.....	1
December 1978.....	2
January 1979.....	3
February 1979.....	4
March 1979.....	5
April 1979.....	6
May 1979.....	7
June 1979.....	8
July 1979.....	9
August 1979.....	10
September 1979.....	11
October 1979.....	12

- *81. What is the exact name and location of the school you attended the last month that you circled in Q. 80?

School name: _____

City: _____ State: _____

- *82. What kind of school was the last school you attended during the period from the first of November 1978 through October 1979 (the school you listed in Q. 81)?

(Circle one.)

Vocational, trade, business, or other career training school.....	1
Junior or community college (two-year).....	2
College or university (four years or more).....	3
Independent graduate or professional school (medical, dental, law, theology, etc.).....	4
Other (describe: _____).....	5

83. During the last month you circled in Q. 80, were you classified by this school as a full-time student?

(Circle one.)

Yes.....1
 No.....2
 Don't know.....3

84. During the last month you circled in Q. 80, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.

_____ hours per week

* 85. At that time how were you classified by your school?

- (Circle one.)
- | | |
|--|---|
| Freshman (first-year undergraduate student)..... | 1 |
| Sophomore (second-year undergraduate student)..... | 2 |
| Junior (third-year undergraduate student)..... | 3 |
| Senior (fourth-year undergraduate student)..... | 4 |
| Graduate or professional student..... | 5 |
| Special student..... | 6 |
| Other classification (specify: _____)..... | 7 |
| My school doesn't classify students..... | 8 |

86. In the last month you circled in Q. 80, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?

Please name the specific field or area:

(Write in): _____

* 87. Please select below the category which best describes this field or area.

- (Circle one.)
- | | |
|--|----|
| Agriculture or Home Economics..... | 1 |
| Business (accounting, marketing, personnel management, etc.)..... | 2 |
| Office and Clerical (bookkeeping, stenography, general office, etc.)..... | 3 |
| Computer Technology (keypunch operator, programming, computer operations, etc.)..... | 4 |
| Education (elementary, special, physical, etc.)..... | 5 |
| Engineering (civil, electrical, mechanical, etc.)..... | 6 |
| Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)..... | 7 |
| Humanities and Fine Arts (music, religion, English, etc.)..... | 8 |
| Health Services (nursing, lab technician, occupational therapy, etc.)..... | 9 |
| Public Services (law enforcement, food service, recreation, beautician, etc.)..... | 10 |
| Physical Sciences and Mathematics (physics, geology, chemistry, etc.)..... | 11 |
| Social Sciences (psychology, history, economics, sociology, etc.)..... | 12 |
| Biological Sciences (zoology, physiology, anatomy, etc.)..... | 13 |
| Professional Program (medicine, dentistry, law, theology, etc.)..... | 14 |
| Other field or area (specify: _____)..... | 15 |
| Undecided..... | 16 |

* 88. This (above) is:

- (Circle one.)
- | | |
|-----------------------------|---|
| A vocational program..... | 1 |
| An academic program..... | 2 |
| A professional program..... | 3 |
| Other (specify: _____)..... | 4 |

- * 89. In the last month you circled in Q. 80, for what kind of certificate, license, diploma, or degree were you studying?

(Circle as many as apply.)

- None..... 1
 A certificate (specify in what: _____)..... 2
 A license (specify in what: _____)..... 3
 A two-year or three-year vocational degree or diploma..... 4
 A two-year academic degree..... 5
 A four-year or five-year college Bachelor's degree..... 6
 A Master's degree or equivalent..... 7
 A Ph.D. or equivalent..... 8
 An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent
 (specify degree: _____)..... 9
 Other (specify: _____)..... 10

90. During the last month you circled in Q. 80, did you work for the school you were attending?

(Circle one.)

- Yes, working for pay..... 1
 Yes, working off cost of tuition, housing, or meals..... 2
 Yes, both of the above..... 3
 No..... 4

**SCHOOL ATTENDANCE DURING THE PERIOD FROM THE
FIRST OF NOVEMBER 1977 THROUGH OCTOBER 1978**

- * 91. During the period from the first of November 1977 through October 1978, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, community college, and so forth?

(Circle one.)

- No..... 1 GO TO Q. 103, p. 24
 Yes..... 2 CONTINUE WITH Q. 92

- * 92. During the period from the first of November 1977 through October 1978, which month(s) did you attend school?

(Circle all that apply.)

- November 1977..... 1
 December 1977..... 2
 January 1978..... 3
 February 1978..... 4
 March 1978..... 5
 April 1978..... 6
 May 1978..... 7
 June 1978..... 8
 July 1978..... 9
 August 1978..... 10
 September 1978..... 11
 October 1978..... 12

- * 93. What is the exact name and location of the school you attended the last month that you circled in Q. 92?

School name: _____

City: _____ State: _____

- * 94. What kind of school was the last school you attended during the period from the first of November 1977 through October 1978 (the school you listed in Q. 93)?

(Circle one.)

- Vocational, trade, business, or other career training school.....1
 Junior or community college (two-year).....2
 College or university (four years or more).....3
 Independent graduate or professional school (medical, dental, law, theology, etc.).....4
 Other (describe: _____).....5

95. During the last month you circled in Q. 92, were you classified by this school as a full-time student?

(Circle one.)

- Yes.....1
 No.....2
 Don't know.....3

96. During the last month you circled in Q. 92, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.

_____ hours per week

- * 97. At that time how were you classified by your school?

(Circle one.)

- Freshman (first-year undergraduate student).....1
 Sophomore (second-year undergraduate student).....2
 Junior (third-year undergraduate student).....3
 Senior (fourth-year undergraduate student).....4
 Graduate or professional student.....5
 Special student.....6
 Other classification (specify: _____).....7
 My school doesn't classify students.....8

98. In the last month you circled in Q. 92, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?

Please name the specific field or area:

(Write in): _____

*99. Please select below the category which best describes this field or area.

- (Circle one.)
- Agriculture or Home Economics..... 1
 - Business (accounting, marketing, personnel management, etc.)..... 2
 - Office and Clerical (bookkeeping, stenography, general office, etc.)..... 3
 - Computer Technology (keypunch operator, programming, computer operations, etc.)..... 4
 - Education (elementary, special, physical, etc.)..... 5
 - Engineering (civil, electrical, mechanical, etc.)..... 6
 - Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)..... 7
 - Humanities and Fine Arts (music, religion, English, etc.)..... 8
 - Health Services (nursing, lab technician, occupational therapy, etc.)..... 9
 - Public Services (law enforcement, food service, recreation, beautician, etc.)..... 10
 - Physical Sciences and Mathematics (physics, geology, chemistry, etc.)..... 11
 - Social Sciences (psychology, history, economics, sociology, etc.)..... 12
 - Biological Sciences (zoology, physiology, anatomy, etc.)..... 13
 - Professional Program (medicine, dentistry, law, theology, etc.)..... 14
 - Other field or area (specify: _____)..... 15
 - Undecided..... 16

*100. This (above) is:

- (Circle one.)
- A vocational program..... 1
 - An academic program..... 2
 - A professional program..... 3
 - Other (specify: _____)..... 4

*101. In the last month you circled in Q. 92, for what kind of certificate, license, diploma, or degree were you studying?

- (Circle as many as apply.)
- None..... 1
 - A certificate (specify in what: _____)..... 2
 - A license (specify in what: _____)..... 3
 - A two-year or three-year vocational degree or diploma..... 4
 - A two-year academic degree..... 5
 - A four-year or five-year college Bachelor's degree..... 6
 - A Master's degree or equivalent..... 7
 - A Ph.D. or equivalent..... 8
 - An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: _____)..... 9
 - Other (specify: _____)..... 10

102. During the last month you circled in Q. 92, did you work for the school you were attending?

- (Circle one.)
- Yes, working for pay..... 1
 - Yes, working off cost of tuition, housing, or meals..... 2
 - Yes, both of the above..... 3
 - No..... 4

**SCHOOL ATTENDANCE DURING THE PERIOD FROM THE
FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1977**

- * 103. During the period from the first of November of 1976 through October 1977, were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy or school, business school, trade school, community college, and so forth?

(Circle one.)

No.....1 GO TO Q. 115, p. 26
Yes.....2 CONTINUE WITH Q. 104

- * 104. During the period from the first of November 1976 through October 1977, which month(s) did you attend school?

(Circle all that apply.)

November 1976.....1
December 1976.....2
January 1977.....3
February 1977.....4
March 1977.....5
April 1977.....6
May 1977.....7
June 1977.....8
July 1977.....9
August 1977.....10
September 1977.....11
October 1977.....12

- * 105. What is the exact name and location of the school you attended the last month that you circled in Q. 104?

School name: _____

City: _____ State: _____

- * 106. What kind of school was the last school you attended during the period from the first of November 1976 through October 1977 (the school you listed in Q. 105)?

(Circle one.)

Vocational, trade, business, or other career training school.....1
Junior or community college (two-year).....2
College or University (four years or more).....3
Independent graduate or professional school (medical, dental, law, theology, etc.).....4
Other (describe: _____).....5

107. During the last month you circled in Q. 104, were you classified by this school as a full-time student?

(Circle one.)

Yes.....1
No.....2
Don't know.....3

108. During the last month you circled in Q. 104, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.

_____ hours per week

★ 109. At that time how were you classified by your school?

- (Circle one.)
- | | |
|--|---|
| Freshman (first-year undergraduate student)..... | 1 |
| Sophomore (second-year undergraduate student)..... | 2 |
| Junior (third-year undergraduate student)..... | 3 |
| Senior (fourth-year undergraduate student)..... | 4 |
| Graduate or professional student..... | 5 |
| Special student..... | 6 |
| Other classification (specify: _____)..... | 7 |
| My school doesn't classify students..... | 8 |

110. In the last month you circled in Q. 104, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)?

Please name the specific field or area:

(Write in): _____

★ 111. Please select below the category which best describes this field or area.

- (Circle one.)
- | | |
|--|----|
| Agriculture or Home Economics..... | 1 |
| Business (accounting, marketing, personnel management, etc.)..... | 2 |
| Office and Clerical (bookkeeping, stenography, general office, etc.)..... | 3 |
| Computer Technology (keypunch operator, programming, computer operations, etc.)..... | 4 |
| Education (elementary, special, physical, etc.)..... | 5 |
| Engineering (civil, electrical, mechanical, etc.)..... | 6 |
| Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)..... | 7 |
| Humanities and Fine Arts (music, religion, English, etc.)..... | 8 |
| Health Services (nursing, lab technician, occupational therapy, etc.)..... | 9 |
| Public Services (law enforcement, food service, recreation, beautician, etc.)..... | 10 |
| Physical Sciences and Mathematics (physics, geology, chemistry, etc.)..... | 11 |
| Social Sciences (psychology, history, economics, sociology, etc.)..... | 12 |
| Biological Sciences (zoology, physiology, anatomy, etc.)..... | 13 |
| Professional Program (medicine, dentistry, law, theology, etc.)..... | 14 |
| Other field or area (specify: _____)..... | 15 |
| Undecided..... | 16 |

★ 112. This (above) is:

- (Circle one.)
- | | |
|-----------------------------|---|
| A vocational program..... | 1 |
| An academic program..... | 2 |
| A professional program..... | 3 |
| Other (specify: _____)..... | 4 |

- * 113. In the last month you circled in Q. 104, for what kind of certificate, license, diploma, or degree were you studying?

(Circle as many as apply.)

- None..... 1
 A certificate (specify in what: _____)..... 2
 A license (specify in what: _____)..... 3
 A two-year or three-year vocational degree or diploma..... 4
 A two-year academic degree..... 5
 A four-year or five-year college Bachelor's degree..... 6
 A Master's degree or equivalent..... 7
 A Ph.D. or equivalent..... 8
 An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent
 (specify degree: _____)..... 9
 Other (specify: _____)..... 10

114. During the last month you circled in Q. 104, did you work for the school you were attending?

(Circle one.)

- Yes, working for pay..... 1
 Yes, working off cost of tuition, housing, or meals..... 2
 Yes, both of the above..... 3
 No..... 4

GRADES AND CHANGES IN EDUCATIONAL PLANS

115. Estimate how well you have done in all of your coursework or programs during the period from the first of November 1976 through October 1979. Do not include grades from graduate or professional school.

(Circle one.)

- Mostly A (3.75-4.00 grade point average)..... 1
 About half A and half B (3.25-3.74 grade point average)..... 2
 Mostly B (2.75-3.24 grade point average)..... 3
 About half B and half C (2.25-2.74 grade point average)..... 4
 Mostly C (1.75-2.24 grade point average)..... 5
 About half C and half D (1.25-1.74 grade point average)..... 6
 Mostly D or below (less than 1.25)..... 7
 Have not taken any courses for which grades were given..... 8

116. How many times has your field of study changed since October 1976, three years ago? (Enter zero, "0," if it has not changed.)

_____ times

117. How many times have you changed schools since October 1976, three years ago? (Enter zero, "0," if you have not changed schools.)

_____ times

- * 118. Since October 1976, have you withdrawn from any school before you completed your studies at that school?
(Circle one.)

No.....	1	GO TO Q. 120 CONTINUE WITH Q. 119
Yes, but I have since returned to school.....	2	
Yes, but I plan to return before October 1980.....	3	
Yes, and I do <u>not</u> plan to return before October 1980.....	4	

- * 119. How many times since October 1976 have you withdrawn from school before you completed your studies at that school?

_____ times

SCHOOL FINANCES FROM FALL 1976 THROUGH SUMMER 1979

The following questions ask about your school finances for the three time periods of (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979. Please make sure you answer each question for all three time periods. If you are unsure about the actual dollar amount for a particular item, give your best estimate.

- * 120. Considering the three time periods of (a) Fall 1976 through Summer 1977, and (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, what is your estimate of how much it cost you for tuition and fees to go to school, regardless of who paid? Estimate the amounts and record them below. Do not include costs after Summer 1979. Enter a zero, "0," where you had no expenses.

	(a)	(b)	(c)
	Fall 1976-	Fall 1977-	Fall 1978-
	<u>Summer 1977</u>	<u>Summer 1978</u>	<u>Summer 1979</u>
	(Write in amounts.)		
Tuition and fees.....	\$ _____	\$ _____	\$ _____

- * 121. Considering the three time periods of (a) Fall 1976 through Summer 1977, and (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, what is your estimate of the total cost for you to go to school, regardless of who paid? This total cost should include tuition and fees, books and supplies, transportation to and from classes, and all other school-related expenses. Enter a zero, "0," where you had no expenses.

	(a)	(b)	(c)
	Fall 1976-	Fall 1977-	Fall 1978-
	<u>Summer 1977</u>	<u>Summer 1978</u>	<u>Summer 1979</u>
	(Write in amounts.)		
Total cost for you to go to school.....	\$ _____	\$ _____	\$ _____

- * 122. Considering the three time periods of (a) Fall 1976 through Summer 1977 and (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you receive any kind of scholarship, fellowship, grant, or benefits (not a loan) to go to school?

(Circle all that apply.)

- | | | |
|---------------------------------|---|--|
| No..... | 1 | } <i>GO TO Q. 125</i>

<i>CONTINUE WITH Q. 123</i> |
| Yes, Fall 1976-Summer 1977..... | 2 | |
| Yes, Fall 1977-Summer 1978..... | 3 | |
| Yes, Fall 1978-Summer 1979..... | 4 | |

- * 123. What kind(s) of scholarship, fellowship, grant, or benefit (not a loan) did you receive from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979?

(a) Fall 1976- Summer 1977	(b) Fall 1977- Summer 1978	(c) Fall 1978- Summer 1979
----------------------------------	----------------------------------	----------------------------------

(Circle all that apply in each column.)

- | | | | |
|--|----|----|----|
| Basic Educational Opportunity Grant..... | 1 | 1 | 1 |
| Supplemental Educational Opportunity Grant..... | 2 | 2 | 2 |
| College scholarship or grant from college funds..... | 3 | 3 | 3 |
| ROTC scholarship or stipend..... | 4 | 4 | 4 |
| Nursing Scholarship Program..... | 5 | 5 | 5 |
| Social Security Benefits (for students 18-22 who are
children of disabled or deceased parents)..... | 6 | 6 | 6 |
| Veterans Administration War Orphans or Survivors
Benefits Program..... | 7 | 7 | 7 |
| Veterans Administration Direct Benefits (GI Bill)..... | 8 | 8 | 8 |
| State scholarship..... | 9 | 9 | 9 |
| Financial assistance for which you do not know the source..... | 10 | 10 | 10 |
| Other scholarship or grant
(write in: _____)..... | 11 | 11 | 11 |

- * 124. Estimate the total dollar value of the amount you received from scholarships, fellowships, grants, or benefits (not a loan) from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979. Enter a zero, "0," where you received no such funds.

(a) Fall 1976- Summer 1977	(b) Fall 1977- Summer 1978	(c) Fall 1978- Summer 1979
(Write in amounts.)		

TOTAL DOLLAR VALUE.....\$ _____ \$ _____ \$ _____

- * 125. Considering the same three periods from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you receive a loan to go to school?

(Circle all that apply.)

- | | | |
|---------------------------------|---|--|
| No..... | 1 | } <i>GO TO Q. 128, p. 29</i>

<i>CONTINUE WITH Q. 126, p. 29</i> |
| Yes, Fall 1976-Summer 1977..... | 2 | |
| Yes, Fall 1977-Summer 1978..... | 3 | |
| Yes, Fall 1978-Summer 1979..... | 4 | |

- *126. From which of the following sources did you receive a loan to go to school from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979?

	(a) Fall 1976- Summer 1977	(b) Fall 1977- Summer 1978	(c) Fall 1978- Summer 1979
--	----------------------------------	----------------------------------	----------------------------------

(Circle all that apply.)

Federal Guaranteed Student Loan.....	1.....	1.....	1.....
State loan.....	2.....	2.....	2.....
Regular bank loan.....	3.....	3.....	3.....
National Defense (Direct) Student Loan.....	4.....	4.....	4.....
Nursing Student Loan.....	5.....	5.....	5.....
School or college loan.....	6.....	6.....	6.....
Relatives or friends.....	7.....	7.....	7.....
Loan for which you do not know the exact source.....	8.....	8.....	8.....
Other loan (write in: _____).....	9.....	9.....	9.....

- * 127. Estimate the total dollar value of the amounts you received as loans to go to school from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979. Enter a zero, "0," where you received no loans.

	(a) Fall 1976- Summer 1977	(b) Fall 1977- Summer 1978	(c) Fall 1978- Summer 1979
--	----------------------------------	----------------------------------	----------------------------------

(Write in amounts.)

TOTAL DOLLAR VALUE.....\$.....\$.....\$.....

- * 128. Considering the three time periods of (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you receive financial assistance (not a loan) from any relatives or friends to go to school?

(Circle all that apply.)

No.....	1.....	} <i>GO TO Q. 131, p. 30</i> <i>CONTINUE WITH Q. 129</i>
Yes, Fall 1976-Summer 1977.....	2.....	
Yes, Fall 1977-Summer 1978.....	3.....	
Yes, Fall 1978-Summer 1979.....	4.....	

- * 129. From which of the following sources did you receive financial assistance (not a loan) to go to school?

	(a) Fall 1976- Summer 1977	(b) Fall 1977- Summer 1978	(c) Fall 1978- Summer 1979
--	----------------------------------	----------------------------------	----------------------------------

(Circle all that apply.)

Parents.....	1.....	1.....	1.....
Husband or wife.....	2.....	2.....	2.....
Other family or friends.....	3.....	3.....	3.....

- * 130. Estimate the total dollar value of the amount of financial assistance (not a loan) you received from any relatives or friends to go to school. Enter a zero, "0," where you received no financial assistance.

	(a) Fall 1976- Summer 1977	(b) Fall 1977- Summer 1978	(c) Fall 1978- Summer 1979
--	----------------------------------	----------------------------------	----------------------------------

(Write in amounts.)

TOTAL DOLLAR VALUE.....\$.....\$.....\$.....

- * 131. Considering the same three periods from (a) Fall 1976 through Summer 1977, (b) Fall 1977 through Summer 1978, and (c) Fall 1978 through Summer 1979, did you pay any of the costs to go to school from money you had saved or earned?

(Circle all that apply.)

No.....	1	} GO TO Q. 134
Yes, Fall 1976-Summer 1977.....	2	
Yes, Fall 1977-Summer 1978.....	3	
Yes, Fall 1978-Summer 1979.....	4	

- * 132. What was (were) the source(s) of the money you paid to go to school from the money you had saved or earned?

(a)	(b)	(c)
Fall 1976- Summer 1977	Fall 1977- Summer 1978	Fall 1978- Summer 1979

(Circle all that apply.)

Own savings from money I earned before I started to postsecondary school.....	1	1	1
Own earnings (including summer earnings) since I started to school but not while taking courses.....	2	2	2
College work-study or cooperative education program.....	3	3	3
Teaching or research assistantship.....	4	4	4
Other earnings while taking courses.....	5	5	5

- * 133. Estimate the total amount of money you paid to go to school from money you had saved or earned. Enter a zero, "0," where you paid no money.

(a)	(b)	(c)
Fall 1976- Summer 1977	Fall 1977- Summer 1978	Fall 1978- Summer 1979

(Write in amounts.)

TOTAL DOLLAR VALUE.....\$.....\$.....\$.....

SCHOOL FINANCES FROM FALL 1979 THROUGH SUMMER 1980

134. Are you or will you be in school at any time from Fall 1979 through Summer 1980?

(Circle one.)

No.....	1	} GO TO Q. 138, p. 31
Don't know.....	2	
Yes.....	3	

CONTINUE WITH Q. 135

135. What is your estimate of how much it will cost you for tuition and fees to go to school this year, regardless of who pays? Estimate the amount and record it below.

Tuition and Fees.....\$.....

136. What is your estimate of how much the total cost will be for you to go to school this year, regardless of who pays? Estimate the amount and record it below. This total cost should include tuition and fees, books, and supplies, transportation to and from classes, and all other school-related expenses.

Estimated Total Cost For You to Go to School.....\$.....

137. How are you meeting (or planning to meet) these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.

	Amount Will Receive From Each Source
a. Grant, fellowship, and/or scholarship.....	\$ _____
b. Loans.....	\$ _____
c. My spouse's income.....	\$ _____
d. Savings from money I earned before I started to postsecondary school.....	\$ _____
e. My own earnings (including summer earnings) since I started to school but not while taking courses.....	\$ _____
f. My own earnings while taking courses.....	\$ _____
g. Gifts from my family or friends.....	\$ _____
h. Other (specify: _____).....	\$ _____

GRADUATE OR PROFESSIONAL SCHOOL

*138. Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1979?

(Circle one.)

No.....1 *GO TO Q. 140, p. 32*
Yes.....2 *CONTINUE WITH Q. 139*

*139. Please list below the graduate institutions to which you applied, the city and state in which the institutions are located, and the department or program (e.g., law school, public health, journalism, psychology). At the right circle the number for yes or no if you (a) were accepted; (b) applied for financial assistance such as a grant, fellowship, loan, teaching or research assistantship, etc.; (c) were offered financial assistance, and (d) enrolled.

	(a) Was Accepted	(b) Applied for Financial Assistance	(c) Was Offered Financial Assistance	(d) Enrolled
First Choice				
School: _____				
City: _____ State: _____	Yes.....1	Yes.....1	Yes.....1	Yes.....1
Department or program: _____	No.....2	No.....2	No.....2	No.....2
Second Choice				
School: _____				
City: _____ State: _____	Yes.....1	Yes.....1	Yes.....1	Yes.....1
Department or program: _____	No.....2	No.....2	No.....2	No.....2
Third Choice				
School: _____				
City: _____ State: _____	Yes.....1	Yes.....1	Yes.....1	Yes.....1
Department or program: _____	No.....2	No.....2	No.....2	No.....2

- * 140. Circle the category that describes your present status with respect to graduate or professional school.
(Circle one.)

I have never attended graduate or professional school.....1 GO TO Q. 144
 I have attended graduate or professional school
 but am not presently attending.....2 } CONTINUE WITH
 I am presently attending graduate or professional school.....3 } Q. 141

141. How many months typically are required for a student to complete the graduate or professional program in which you are (were last) enrolled?

_____ months

142. How many months of the graduate or professional program in which you are (were last) enrolled had you completed by October 1979?

_____ months

143. How many credits had you earned toward a graduate or professional degree by October 1979? Enter zero, "0," where you received no credits. (Write in. Use more than one line if applicable.)

a. _____ Number of quarter hours
 b. _____ Number of semester hours
 c. _____ Number of other type of credits (specify type: _____)

OTHER TRAINING

- * 144. Since October 1976, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.

(Circle one.)

No.....1 SKIP TO SECTION D, Q. 154, p. 34
 Yes.....2 CONTINUE WITH Q. 145

- * 145. What type of training program(s) or course(s) have you participated in?

(Circle as many as apply.)

a. An Armed Forces training program.....1
 b. On-the-job training (a program of instruction during normal working hours).....2
 c. Employer-provided program of instruction other than on-the-job training.....3
 d. Formal Registered Apprenticeship (your state or labor union).....4
 e. Manpower Development and Training (MDTA).....5
 f. Work Incentive (WII).....6
 g. Neighborhood Youth Corps (NYC).....7
 h. Comprehensive Employment and Training Act (CETA).....8
 i. Other employment and training program (specify: _____).....9
 j. Correspondence course(s).....10
 k. Non-credit courses for personal enrichment.....11
 l. Other (specify: _____).....12

146. Were you being trained for some type of work?

(Circle one.)

- No.....1 GO TO Q. 148
Yes.....2 CONTINUE WITH Q. 147

147. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in): _____

148. How long is (or was) this program scheduled to last?

(Circle one.)

- Less than one month.....1
One to five months.....2
Six to eleven months.....3
One year or more.....4

149. Have you completed this program?

(Circle one.)

- Yes.....1
No, left without completing.....2
No, still enrolled.....3

150. Have you used this training on any job?

(Circle one.)

- Yes.....1
No.....2

151. Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?

(Circle one.)

- DOES NOT APPLY TO ME since my training was in the military, on-the-job or for personal enrichment.....1
I did not want or did not need help from the center in finding a job.....2
I wanted and needed help but did not receive any from the center.....3
The center provided information on job openings in my field.....4
The center put me directly in touch with possible employers or arranged a job for me.....5

152. Have you ever tried to find work on a job where you might use what you learned from any school, college, or training program you attended since October 1976?

(Circle one.)

- No, because I have NOT attended any school, college, or training program since October 1976.....1 } SKIP TO SECTION D,
No, although I HAVE attended a school, college, or training program since October 1976.....2 } Q. 154, p. 34
Yes.....3 CONTINUE WITH Q. 153

153. Did you find work for which you could use what you learned?

(Circle one.)

- Yes, in the locality where I received my training.....1
Yes, somewhere else.....2
Yes, both of the above.....3
No.....4

SECTION D: MILITARY SERVICE

- * 154. Since October 1976, have you served in the Armed Forces, or a Reserve or National Guard Unit?

(Circle one.)

No.....1	}	SKIP TO SECTION E, Q. 165, p. 36
Yes, National Guard or Reserves but not active duty.....2		
Yes, active duty.....3		
		CONTINUE WITH Q. 155

- * 155. In which branch of the Armed Forces did you serve?

(Write in): _____

156. When did you begin active duty?

_____ (month) _____ (year)

157. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

(Circle one.)

No.....1	GO TO Q. 159
Yes.....2	CONTINUE WITH Q. 158

158. What is the name of the specialized schooling program in which you spent the longest period of time? (Please print and do not abbreviate.)

Name of program: _____

159. Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (Please print and use standard abbreviations.)

Specialty Code: _____

160. What is the highest pay grade you have held in the Armed Forces?

Pay grade: _____

161. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

	<u>Yes</u>	<u>No</u>
a. Prepared you for the high school equivalency test?.....1	1	2
b. Prepared you for equivalency tests that can be taken for college credit?.....1	1	2
c. Were college-sponsored courses which gave college credits?.....1	1	2

- * 162. Are you currently on active duty?

No (Date left: _____ month _____ year).....1	}	SKIP TO SECTION E, Q. 165, p. 36
Yes.....2		
		CONTINUE WITH Q. 163, p. 35

163. How long do you expect to be on active duty in the Armed Forces?

(Circle one.)

- For a two-year tour of duty only..... 1
 For a three-year or four-year tour of duty..... 2
 For more than one enlistment, but less than a full career..... 3
 For a full career (20 years minimum)..... 4
 Have not decided..... 5

164. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

- | | <u>My</u> | <u>NOT My</u> |
|--|--------------|---------------|
| | <u>Plans</u> | <u>Plans</u> |
| a. Full-time or part-time work in a field in which I received training in the Armed Forces..... | 1 | 2 |
| b. Full-time or part-time work, but not in a field in which I received training in the Armed Forces..... | 1 | 2 |
| c. Graduate or professional school, either full-time or part-time..... | 1 | 2 |
| d. College, either full-time or part-time..... | 1 | 2 |
| e. Technical, vocational, or business or career training school, either full-time or part-time..... | 1 | 2 |
| f. Registered apprenticeship or on-the-job training program..... | 1 | 2 |
| g. Retire..... | 1 | 2 |
| h. Undecided..... | 1 | 2 |
| i. Other (specify: _____)..... | 1 | 2 |

SECTION E: FAMILY STATUS

- * 165. What was your marital status the first week of October 1979?

(Circle one.)

- | | | |
|--|---|-------------------------------|
| Never married, but plan to be married within the next 12 months..... | 1 | |
| Never married, and don't plan to be married within the next 12 months..... | 2 | } <i>GO TO Q. 175, p. 38</i> |
| Divorced, widowed, separated..... | 3 | |
| Married to my first husband or wife..... | 4 | } <i>CONTINUE WITH Q. 166</i> |
| Remarried after being divorced or widowed..... | 5 | |

- * 166. What was the date of your (latest) marriage?

_____ (month) _____ (year)

- * 167. What was your husband or wife doing the first week of October 1979?

(Circle as many as apply.)

- | | | |
|--|---|-------------------------------|
| This does not apply to me since I was not married at that time..... | 0 | |
| He/she was working for pay at a full-time or part-time job..... | 1 | } <i>GO TO Q. 173, p. 38</i> |
| Enrolled in graduate or professional school..... | 2 | |
| Taking academic courses at a two- or four-year college..... | 3 | } <i>CONTINUE WITH Q. 168</i> |
| Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)..... | 4 | |
| On active duty in the Armed Forces (or service academy)..... | 5 | |
| Homemaker..... | 6 | |
| Temporary layoff from work, looking for work, or waiting to report to work..... | 7 | |
| Other (describe: _____)..... | 8 | |

- * 168. Did your husband or wife hold a job the first week of October 1979?

(Circle one.)

- | | | |
|----------|---|------------------------------------|
| No..... | 1 | <i>GO TO Q. 172, p. 37</i> |
| Yes..... | 2 | <i>CONTINUE WITH Q. 169, p. 37</i> |

* 169. Please describe below the job your husband or wife held during the first week of October 1979.

a. For whom did he/she work? (Name of company, business organization, or other employer.)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were his/her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Was he/she:

(Circle one.)

- An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?..... 1
A GOVERNMENT employee (Federal, State, county, or local institution or school)?..... 2
Self-employed in his/her OWN business, professional practice, or farm?..... 3
Working WITHOUT PAY in family business or farm?..... 4

f. When did he/she start working at this job? _____ (month) _____ (year)

g. Is he/she currently working at this job?

(Circle one.)

Yes..... 1

No..... 2 (Date left: _____ month _____ year)

* 170. How many hours did he/she usually work at this job in an average week?

_____ hours per week

* 171. In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

* 172. As of October 1979, what was the highest level of education that your husband or wife had attained?

(Circle one.)

- Some high school, or less..... 1
Finished high school..... 2
Vocational, trade, or business school..... { Less than two years..... 3
Two years or more..... 4
Less than two years of college..... 5
Two or more years of college (including two-year degree)..... 6
College..... { Finished college (four- or five-year degree)..... 7
Master's degree or equivalent..... 8
Ph.D., or advanced professional degree..... 9

- * 173. Now please think back a year to Fall 1978. If you were married then, what was your husband or wife doing in October 1978?

(Circle as many as apply.)

This does not apply to me since I was not married at that time.....0
 He/she was working for pay at a full-time or part-time job.....1
 Enrolled in graduate or professional school.....2
 Taking academic courses at a two- or four-year college.....3
 Taking vocational or technical courses at any kind of school or college
 (for example, vocational, trade, business, or other career training school).....4
 On active duty in the Armed Forces (or service academy).....5
 Homemaker.....6
 On temporary layoff from work, looking for work, or waiting to report to work.....7
 Other (describe: _____).....8

- * 174. Now please think back another year to Fall 1977. What was your husband or wife doing in October 1977?

(Circle as many as apply.)

This does not apply to me since I was not married at that time.....0
 He/she was working for pay at a full-time or part-time job.....1
 Enrolled in graduate or professional school.....2
 Taking academic courses at a two- or four-year college.....3
 Taking vocational or technical courses at any kind of school or college
 (for example, vocational, trade, business, or other career training school).....4
 On active duty in the Armed Forces or service academy.....5
 Homemaker.....6
 On temporary layoff from work, looking for work, or waiting to report to work.....7
 Other (describe: _____).....8

175. How many children, altogether, do you eventually expect to have?

(Circle one.)

0.....1.....2.....3.....4.....5.....6 or more

- * 176. Did you have any children (including adopted children) as of the first week of October 1979?

(Circle one.)

No.....1 *GO TO Q. 181, p. 39*
 Yes.....2 *CONTINUE WITH Q. 177*

- * 177. How many children (including adopted children) did you have as of the first week of October 1979?

(Circle one.)

1.....2.....3.....4.....5.....6 or more

178. How many of these children are adopted?

(Circle one.)

0.....1.....2.....3.....4.....5.....6 or more

179. What are the birthdates of your children (including adopted children)?

(Write in month and year of birth.)

1st child _____ (month) _____ (year) 4th child _____ (month) _____ (year)
 2nd child _____ (month) _____ (year) 5th child _____ (month) _____ (year)
 3rd child _____ (month) _____ (year) 6th child _____ (month) _____ (year)

180. How many of your children (including adopted children) lived in your household as of the first week of October 1979?

(Circle one.)

0.....1.....2.....3.....4.....5.....6 or more

181. When do you think you will have your first (next) child?

(Circle one.)

Don't expect to have a (another) child.....1
Within the next year.....2
Between one and two years from now.....3
Between two and three years from now.....4
Between three and five years from now.....5
More than five years from now.....6
Don't know.....7

182. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support in the first week of October 1979?

(Circle one.)

0.....1.....2.....3.....4.....5.....6 or more

183. In the first week of October 1979, were you dependent upon others such as your parents, spouse, or any other relatives or friends for more than one-half of your financial support?

(Circle one.)

No.....1
Yes, primarily upon my parents.....2
Yes, primarily upon my spouse.....3
Yes, primarily upon other relatives or friends.....4

184. As of the first week of October, 1979, did you own a house or mobile home?

(Circle one.)

No.....1 GO TO Q. 187
Yes.....2 CONTINUE WITH Q. 185

185. When did you purchase your house or mobile home?

_____ (month) _____ (year)

186. What is the present market value of your house or mobile home?

\$ _____

187. As of the first week of October 1979, how much money did you owe for each of the following? Enter zero, "0," where you owed no money.

(Write in amounts.)

a. Education or training.....\$ _____
b. Mortgage on house or mobile home.....\$ _____
c. Other debts (car, rent, appliances, medical bills, and so on)\$ _____

188. As of the first week of October 1979, how much were your monthly payments for each of the following? Enter zero, "0," where you had no monthly payments.

(Write in amounts.)

- a. Education or training.....\$ _____
- b. Mortgage on house or mobile home.....\$ _____
- c. Other debts (car, rent, appliances, medical bills, and so on).....\$ _____

189. As of the first week of October 1979, how much money had you saved and planned to use for:

(Circle one number on each line.)

- | | None | Less
than
\$100 | \$100
to
\$499 | \$500
to
\$999 | \$1000
to
\$1999 | \$2000
or
More |
|--|------|-----------------------|----------------------|----------------------|------------------------|----------------------|
| a. Education or training..... | 0 | 1 | 2 | 3 | 4 | 5 |
| b. Other plans (or general savings)..... | 0 | 1 | 2 | 3 | 4 | 5 |

* 190. What is the best estimate of your income before taxes for (a) ALL OF 1977, for (b) ALL OF 1978, and for (c) ALL OF 1979? If married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."

- | | (a)
Amount
Received
1977 | (b)
Amount
Received
1978 | (c)
Amount to be
Received
1979 |
|---|-----------------------------------|-----------------------------------|---|
| a. Your own wages, salaries, and commissions;
and your own net income from a business
or farm..... | \$ _____ | \$ _____ | \$ _____ |
| b. Your spouse's (husband or wife) wages,
salaries, and commissions, and his/her net
income from a business or farm..... | \$ _____ | \$ _____ | \$ _____ |
| c. Public assistance or welfare (include spouse's)..... | \$ _____ | \$ _____ | \$ _____ |
| d. Your unemployment compensation..... | \$ _____ | \$ _____ | \$ _____ |
| e. Your spouse's unemployment compensation..... | \$ _____ | \$ _____ | \$ _____ |
| f. All other income you and your spouse received
(include interest, dividends, rental property
income, gifts, scholarships, fellowships, etc.)..... | \$ _____ | \$ _____ | \$ _____ |
| g. TOTAL INCOME FOR YOU AND YOUR SPOUSE..... | \$ _____ | \$ _____ | \$ _____ |

(Write in amounts.)

191. Do you owe any money for an education or training loan for which your repayment schedule has begun?

(Circle one.)

- No.....1 *SKIP TO SECTION F, Q. 194, p. 41*
- Yes.....2 *CONTINUE WITH Q. 192*

192. When was your first payment due?

_____ (month) _____ (year)

193. Are you having or have you had any difficulty in meeting payments on your education or training loan?

(Circle one.)

- No.....1
- Yes.....2 (explain why: _____)

SECTION F: EXPERIENCES AND OPINIONS

194. To what extent have you voluntarily participated in the following groups during the three-year period from October 1976 through October 1979? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

(Circle one number on each line.)

	Active Participant	Member Only	Not At All
a. Youth organizations — such as Little League coach, scouting, etc.....	1	2	3
b. Union, farm, trade or professional association.....	1	2	3
c. Political clubs or organizations.....	1	2	3
d. Church or church-related activities (not counting worship services).....	1	2	3
e. Community centers, neighborhood improvement, or social-action associations or groups.....	1	2	3
f. Organized volunteer work — such as in a hospital.....	1	2	3
g. A social, hobby, garden, or card playing group.....	1	2	3
h. Sport teams or sport clubs.....	1	2	3
i. A literary, art, discussion, music, or study group.....	1	2	3
j. Educational organizations — such as PTA or an academic group.....	1	2	3
k. Service organizations — such as Rotary, Junior Chamber of Commerce, Veterans, etc.....	1	2	3
l. A student government, newspaper, journal, or yearbook staff.....	1	2	3
m. Another voluntary group in which I participate.....	1	2	3

195. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
a. I take a positive attitude toward myself.....	1	2	3	4	5
b. Good luck is more important than hard work for success.....	1	2	3	4	5
c. I feel I am a person of worth, on an equal plane with others.....	1	2	3	4	5
d. I am able to do things as well as most other people.....	1	2	3	4	5
e. Every time I try to get ahead, something or somebody stops me.....	1	2	3	4	5
f. Planning only makes a person unhappy since plans hardly ever work out anyway.....	1	2	3	4	5
g. People who accept their condition in life are happier than those who try to change things.....	1	2	3	4	5
h. On the whole, I'm satisfied with myself.....	1	2	3	4	5
i. What happens to me is my own doing.....	1	2	3	4	5
j. At times I think I am no good at all.....	1	2	3	4	5
k. When I make plans, I am almost certain I can make them work.....	1	2	3	4	5
l. I feel I do not have much to be proud of.....	1	2	3	4	5

196. How do you feel about each of the following statements?

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly
a. A working mother of pre-school children can be just as good a mother as the woman who doesn't work.	1	2	3	4
b. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family.	1	2	3	4
c. Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.).	1	2	3	4
d. Most women are just not interested in having big and important jobs.	1	2	3	4
e. Many qualified women can't get good jobs; men with the same skills have much less trouble.	1	2	3	4
f. Most women are happiest when they are making a home and caring for children.	1	2	3	4
g. High school counselors should urge young women to train for jobs which are now held mainly by men.	1	2	3	4
h. It is more important for a wife to help her husband than to have a career herself.	1	2	3	4
i. Schools teach women to want the less important jobs.	1	2	3	4
j. Men should be given first chance at most jobs because they have the primary responsibility for providing for a family.	1	2	3	4

197. How important is each of the following to you in your life?

(Circle one number on each line.)

	Very Important	Somewhat Important	Not Important
a. Being successful in my line of work.	1	2	3
b. Finding the right person to marry and having a happy family life.	1	2	3
c. Having lots of money.	1	2	3
d. Having strong friendships.	1	2	3
e. Being able to find steady work.	1	2	3
f. Being a leader in the community.	1	2	3
g. Being able to give my children better opportunities than I've had.	1	2	3
h. Living close to my parents and relatives.	1	2	3
i. Getting away from this area of the country.	1	2	3
j. Working to correct social and economic inequalities.	1	2	3
k. Having leisure time to enjoy my own interests.	1	2	3
l. Having a good education.	1	2	3

198. How important do you think each of the following factors is in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

	Very Important	Somewhat Important	Not Important
a. Previous work experience.	1	2	3
b. Relative or friend in the same line of work.	1	2	3
c. Job openings available in the occupation.	1	2	3
d. Work matches a hobby interest of mine.	1	2	3
e. Good income to start or within a few years.	1	2	3
f. Job security and permanence.	1	2	3
g. Work that seems important and interesting to me.	1	2	3
h. Freedom to make my own decisions.	1	2	3
i. Opportunity for promotion and advancement in the long run.	1	2	3
j. Meeting and working with sociable, friendly people.	1	2	3

199. The following questions ask about your political participation. Considering the period from October 1976 to October 1979,

(Circle one number on each line.)

Frequently Sometimes Never

- a. When you talked with your friends, did you ever talk about public problems — that is, what's happening in the country or in your community? 1 2 3
- b. Did you ever talk about public problems with any of the following people?
- Your family 1 2 3
- People where you work 1 2 3
- Community leaders, such as club or church leaders 1 2 3
- c. Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders? 1 2 3
- d. Did you ever talk to people to try to get them to vote for or against a candidate? 1 2 3
- e. Did you ever give any money or buy tickets to help someone who was trying to win an election? 1 2 3
- f. Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election? 1 2 3
- g. Did you ever do any work to help a candidate in his campaign? 1 2 3
- h. Did you ever hold an office in a political party or get elected to a government job? 1 2 3

200. Are you registered to vote?

(Circle one.)

- Yes 1
- No 2

201. At any time during the period from the first of November 1976 through October 1979, did you vote in a local, state, or national election?

(Circle one.)

- Yes 1
- No 2

202. If you could do it over again, which of the following do you think you would do?

(Circle all that apply.)

- Take a different course of study in school 1
- Attend a different school than the one I attended 2
- Get more education 3
- Get less education 4
- Take more technical courses and fewer academic ones 5
- Take more academic courses and fewer technical ones 6
- Start to work sooner 7
- Choose a different kind of work 8
- Get married sooner 9
- Not get married so soon 10
- Have children sooner 11
- Not have children so soon 12
- Live at home longer 13
- Get out on my own sooner 14
- None of the above 15
- Other (specify: _____) 16

SECTION G: BACKGROUND INFORMATION

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____ COUNTY: _____ ZIP: _____	

Please PRINT the name, address and telephone number of your parents.

YOUR PARENT'S NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____ ZIP: _____	

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____ ZIP: _____	

NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____ ZIP: _____	

Please PRINT your spouse's full name (if you are married).

SPOUSE'S FULL NAME: _____

Please give the following information about yourself.

- (a) Date of birth _____ (month) _____ (day) _____ (year)
- (b) Sex: (Circle one.) Male.....1
 Female.....2
- (c) Driver's License No. _____ State _____
- (d) When did you complete this questionnaire? _____ (month) _____ (day) _____ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

OPERATION FOLLOW-UP

The Supplemental Questionnaire

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE • RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1979

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

GENERAL INSTRUCTIONS

You heard from us for the first time in 1972 when you were about to graduate from high school. At that time we asked you about your plans for the future, and about how useful you thought your high school education had been. Since that time we've gotten back in touch with you three times to ask about how things are actually working out for you. Now we'd like to check in on you again.

What we're trying to do with the Supplementary Questionnaire is find the answers to certain questions about your work or your education that were not completed in your earlier questionnaires.

You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?	(Circle one number on each line.)	
	My Reasons	NOT My Reasons
Graduated	①	2
Entered college	1	②
Went to work	①	2

Many questions ask what you were doing during a specific time period; for example: "What were you doing during the first week of October 1976?" As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

- (1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).
- (2) The respondent is subject to no penalty for not providing all or any part of the requested information.
- (3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.
- (4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental Regulations (45 CFR 56) published in the *Federal Register*, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION

SCHOOL ATTENDANCE IN OCTOBER 1972

- A1. Now please think back to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?

(Circle one.)

Yes 1
 No 2 — SKIP TO NEXT PAGE

- A2. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)

School Name: _____

City: _____ State: _____

- A3. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school 1
 Junior or community college (two-year) 2
 Four-year college or university 3
 Other (please describe: _____) ... 4

- A4. When did you first attend this school? _____ (month) _____ (year)

- A5. When did you last attend this school? _____ (month) _____ (year)

- A6. During October 1972, were you classified by this school as a full-time student?

(Circle one.)

Yes 1
 No 2

- A7. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1972.

(Circle only one academic field OR vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.) 01
 Business (accounting, marketing, personnel management, etc.) 02
 Education (elementary, special, physical, etc.) ... 03
 Engineering (civil, electrical, mechanical, etc.) ... 04
 Humanities and Fine Arts (music, religion, English, etc.) 05
 Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 06
 Social Sciences (psychology, history, economics, sociology, etc.) 07
 Other academic fields (agriculture, home economics, nursing, etc.) 08
 An academic field, but undecided 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) 10
 Computer Technology (keypunch operator, programming, computer operations, etc.) 11
 Mechanical and Engineering Technology (automotive mechanic, machinist, drafting, construction, electronics, etc.) 12
 Health Services (lab technician, occupational therapy, practical nursing, etc.) ... 13
 Public Services (police science, food service, recreation, beautician, etc.) 14
 Other vocational areas (agriculture, home economics, etc.) 15
 A vocational area, but undecided 16

JOB HELD IN OCTOBER 1972

B1. Did you hold a job of any kind during the month of October 1972?

(Circle one.)

Yes 1

No 2 - SKIP TO NEXT PAGE

B2. Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. When did you start working at this job? _____ (month) _____ (year)

f. Are you currently working at this job?

(Circle one.)

Yes 1

No 2 (Left job: _____ month _____ year)

B3. How many hours per WEEK did you usually work at this job in October 1972?

_____ hours per week

B4. Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)

\$ _____ per week

SCHOOL ATTENDANCE IN OCTOBER 1973

C1. Were you taking classes or courses at any school during the first week of October 1973?

(Circle one.)

No 1 — SKIP TO NEXT PAGE
 Yes 2

C2. What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)

School Name: _____

City: _____ State: _____

C3. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school 1
 Junior or community college (two-year) 2
 Four-year college or university 3
 Other (please describe: _____) 4

C4. When did you first attend this school? _____ (month) _____ (year)

C5. When did you last attend this school? _____ (month) _____ (year)

C6. During the first week of October 1973, were you classified by this school as a full-time student?

(Circle one.)

Yes 1
 No 2

C7. At that time were you classified by your school as a freshman or sophomore?

(Circle one.)

My school doesn't classify students this way 1
 Freshman (first-year student) 2
 Sophomore (second-year student) 3
 Other classification (specify: _____) 4

C8. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1973.

(Circle only one academic field OR one vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.)	01
Business (accounting, marketing, personnel management, etc.)	02
Education (elementary, special, physical, etc.) ...	03
Engineering (civil, electrical, mechanical, etc.) ...	04
Humanities and Fine Arts (music, religion, English, etc.)	05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	06
Social Sciences (psychology, history, economics, sociology, etc.)	07
Other academic fields (agriculture, home economics, nursing, etc.)	08
An academic field, but undecided	09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.)	10
Computer Technology (keypunch operator, programming, computer operations, etc.)	11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.)	12
Health Services (lab technician, occupational therapy, practical nursing, etc.) ..	13
Public Services (police science, food service, recreation, beautician, etc.)	14
Other vocational areas (agriculture, home economics, etc.)	15
A vocational area, but undecided	16

JOB HELD IN OCTOBER 1973

D1. Did you hold a job of any kind during the first week of October 1973?

(Circle one.)

Yes 1

No 2 - SKIP TO NEXT PAGE

D2. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. When did you start working at this job? _____ (month) _____ (year)

f. Are you currently working at this job?

(Circle one.)

Yes 1

No 2 Date left: _____ (month) _____ (year)

D3. How many hours per WEEK did you usually work at this job up through the first week of October 1973?
_____ hours per week

D4. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)
\$ _____ per week

SCHOOL ATTENDANCE IN OCTOBER 1974

- E1. Did you attend school in the first week of October 1974? (Circle one.)
 No 1 — SKIP TO NEXT PAGE
 Yes 2
- E2. What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)
 School Name: _____
 City: _____ State: _____
- E3. What kind of school is this? (Circle one.)
 Vocational, trade, business, or other career training school 1
 Junior or community college (two-year) 2
 Four-year college or university 3
 Other (describe: _____) 4
- E4. During the first week of October 1974, were you classified by this school as a full-time student? (Circle one.)
 Yes 1
 No 2
 Don't know 3
- E5. When did you first attend this school? _____ (month) _____ (year)
- E6. When did you last attend this school? _____ (month) _____ (year)
- E7. At that time how were you classified by your school? (Circle one.)
 Freshman (first-year student) 1
 Sophomore (second-year student) 2
 Junior (third-year student) 3
 Senior (fourth-year student) 4
 Special Student 5
 Other classification (specify: _____) 6
 My school doesn't classify students 7
- E8. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1974. (Circle one.)
 Agriculture and Home Economics 1
 Business (accounting, marketing, personnel management, etc.) 2
 Office and Clerical (bookkeeping, stenography, general office, etc.) 3
 Computer Technology (keypunch operator, programming, computer operations, etc.) 4
 Education (elementary, special, physical, etc.) 5
 Engineering (civil, electrical, mechanical, etc.) 6
 Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
 Humanities and Fine Arts (music, religion, English, etc.) 8
 Health Services (nursing, lab technician, occupational therapy, etc.) 9
 Public Services (law enforcement, food service, recreation, beautician, etc.) 10
 Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
 Social Sciences (psychology, history, economics, sociology, etc.) 12
 Biological Sciences (zoology, physiology, anatomy, etc.) 13
 OTHER field or area (specify: _____) 14
 UNDECIDED 15
- E9. This (above) is: (Circle one.)
 An ACADEMIC program (typically leads to a 4- or 5- year Bachelor's degree) 1
 A VOCATIONAL program (does not lead to a Bachelor's degree) 2

JOB HELD IN OCTOBER 1974

F1. Were you working during the first week of October 1974?

(Circle one.)

- No 1 — SKIP TO NEXT PAGE
 Yes, full-time 2
 Yes, part-time 3

F2. Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. When did you start working at this job? _____ (month) _____ (year)

f. Are you currently working at this job?

(Circle one.)

Yes 1

No 2 Date left: _____ (month) _____ (year)

F3. How many hours did you usually work at this job in an average week?

_____ hours per week

F4. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

SCHOOL ATTENDANCE IN OCTOBER 1975

- G1. Now please think back to Fall 1975. Were you taking classes or courses at any school during the month of October 1975? (Circle one.)
- No 1 — SKIP TO NEXT PAGE
Yes 2
- G2. What is the exact name and location of the school you were attending in October 1975? (Please print and do not abbreviate.)
- School Name: _____
City: _____ State: _____
- G3. What kind of school is this? (Circle one.)
- Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
College or university (four years or more) 3
Independent graduate or professional school (medical, dental, law, theology, etc.) 4
- G4. During October 1975, were you classified by this school as a full-time student? (Circle one.)
- Yes 1
No 2
Don't know 3
- G5. When did you first attend this school? _____ (month) _____ (year)
- G6. When did you last attend this school? _____ (month) _____ (year)
- G7. During October 1975, how were you classified by your school? (Circle one.)
- Freshman (first-year undergraduate student) 1
Sophomore (second-year undergraduate student) 2
Junior (third-year undergraduate student) 3
Senior (fourth-year undergraduate student) 4
Graduate or professional student 5
Special student 6
Other classification (specify: _____) 7
My school doesn't classify students 8
- G8. Please select below the category which best describes your **ACADEMIC FIELD** or **VOCATIONAL AREA** in October 1975. (Circle one.)
- Agriculture and Home Economics 1
Business (accounting, marketing, personnel management, etc.) 2
Office and Clerical (bookkeeping, stenography, general office, etc.) 3
Computer Technology (keypunch operator, programming, computer operations, etc.) 4
Education (elementary, special, physical, etc.) 5
Engineering (civil, electrical, mechanical, etc.) 6
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
Humanities and Fine Arts (music, religion, English, etc.) 8
Health Services (nursing, lab technician, occupational therapy, etc.) 9
Public Services (law enforcement, food service, recreation, beautician, etc.) 10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
Social Sciences (psychology, history, economics, sociology, etc.) 12
Biological Sciences (zoology, physiology, anatomy, etc.) 13
Professional Program (medicine, dentistry, law, theology, etc.) 14
OTHER field or area (specify: _____) 15
UNDECIDED 16
- G9. This (above) is: (Circle one.)
- A vocational program 1
An academic program 2
A professional program 3
Other (specify: _____) 4

JOB HELD IN OCTOBER 1975

H1. Now please think back to Fall 1975. Did you hold a job of any kind during the month of October 1975?

(Circle one.)

- Yes, working full-time (35 hours or more per week) 1
- Yes, working part-time (34 hours or fewer per week) 2
- Yes, but on temporary layoff from work or waiting to report to work 3
- No 4 - SKIP TO NEXT PAGE

H2. Please describe below the job you held during October 1975. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. When did you start working at this job? _____ (month) _____ (year)

H3. How many hours did you usually work at this job in an average week?

_____ hours per week

H4. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

H5. Are you currently working at this job?

(Circle one.)

Yes 1

No 2 Date left: _____ (month) _____ (year)

SCHOOL ATTENDANCE IN OCTOBER 1976

11. Did you attend school in the first week of October 1976? (Circle one.)
 No 1 — SKIP TO NEXT PAGE
 Yes 2
12. What is the exact name and location of the school you were attending in the first week of October 1976? (Please print and do not abbreviate.)
 School Name: _____
 City: _____ State: _____
13. What kind of school is this? (Circle one.)
 Vocational, trade, business, or other career training school 1
 Junior or community college (two-year) 2
 College or university (four years or more) 3
 Independent graduate or professional school (medical, dental, law, theology, etc.) 4
 Other (describe: _____) 5
14. When did you first attend this school? _____ (month) _____ (year)
15. When did you last attend this school? _____ (month) _____ (year)
16. During the first week of October 1976, were you classified by this school as a full-time student? (Circle one.)
 Yes 1
 Don't know 2
 No 3
17. At that time how were you classified by your school? (Circle one.)
 Freshman (first-year undergraduate student) 1
 Sophomore (second-year undergraduate student) 2
 Junior (third-year undergraduate student) 3
 Senior (fourth-year undergraduate student) 4
 Graduate or professional student 5
 Special student 6
 Other classification (specify: _____) 7
 My school doesn't classify students 8
18. Please select below the category which best describes your ACADEMIC FIELD or VOCATIONAL AREA in October 1976. (Circle one.)
 Agriculture or Home Economics 1
 Business (accounting, marketing, personnel management, etc.) 2
 Office and Clerical (bookkeeping, stenography, general office, etc.) 3
 Computer Technology (keypunch operator, programming, computer operations, etc.) 4
 Education (elementary, special, physical, etc.) 5
 Engineering (civil, electrical, mechanical, etc.) 6
 Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
 Humanities and Fine Arts (music, religion, English, etc.) 8
 Health Services (nursing, lab technician, occupation therapy, etc.) 9
 Public Services (law enforcement, food service, recreation, beautician, etc.) 10
 Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
 Social Sciences (psychology, history, economics, sociology, etc.) 12
 Biological Sciences (zoology, physiology, anatomy, etc.) 13
 Professional Program (medicine, dentistry, law, theology, etc.) 14
 OTHER field or area (specify: _____) 15
 UNDECIDED 16
19. This (above) is: (Circle one.)
 A vocational program 1
 An academic program 2
 A professional program 3
 Other (specify: _____) 4

JOB HELD IN OCTOBER 1976

J1. Did you hold a job of any kind during the first week of October 1976?

(Circle one.)

- Yes, working full-time (35 hours or more per week) 1
 Yes, working part-time (34 hours or fewer per week) 2
 Yes, but on temporary layoff from work or waiting to report to work 3
 No 4 - SKIP TO NEXT PAGE

J2. Please describe below the job you held during the first week of October 1976. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. When did you start working at this job? _____ (month) _____ (year)

f. Are you currently working at this job?

(Circle one.)

Yes 1

No 2 Date left: _____ (month) _____ (year)

J3. How many hours did you usually work at this job in an average week?

_____ hours per week

J4. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

\$ _____ per week (Earnings before deductions)

LICENSE OR DIPLOMA STATUS AS OF OCTOBER 1976

K1. What were you doing the first week of October 1976?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job 1
 Enrolled in graduate or professional school 2
 Taking academic courses at a two- or four-year college 3
 Taking vocational or technical courses at any kind of school or college (for
 example, vocational, trade, business, or other career training school) ... 4
 On active duty in the Armed Forces (or service academy) 5
 Homemaker 6
 Temporary layoff from work, looking for work,
 or waiting to report to work 7
 Other (describe: _____) 8

K2. What kind of certificate, license, diploma or degree had you earned as of the first week of October 1976?

	(Circle as many as apply.)	Date Received		Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Degree in History)
		Month	Year	
A certificate	1	_____	19____	_____
A license	2	_____	19____	_____
A 2-year or 3-year vocational degree or diploma	3	_____	19____	_____
A 2-year academic degree	4	_____	19____	_____
A 4-year or 5-year college Bachelor's degree	5	_____	19____	_____
A Master's degree or equivalent	6	_____	19____	_____
Other (specify: _____) ...	7	_____	19____	_____

K3. As of the first week of October 1976, what was your highest level of education or training?

Had in
October 1976
(Circle one.)

- Finished high school 1
- Vocational trade or
business school ... { Less than two years 2
Two years or more 3
- College program ... { Less than two years of college 4
Two or more years of college (including
two-year degree) 5
Finished college (four-or
five-year degree) 6
Master's degree or equivalent 7
Ph.D., or advanced professional degree 8

K4. As of the first week of October 1978, what kind of certificate, license, diploma, or degree were you studying for?

(Circle as many as apply.)

- None 1
- A certificate (specify in what: _____) 2
- A license (specify in what: _____) 3
- A 2-year or 3-year vocational degree or diploma 4
- A 2-year academic degree 5
- A 4-year or 5-year college Bachelor's degree 6
- A Master's degree or equivalent 7
- A Ph.D. or equivalent 8
- An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent
(specify degree: _____) 9
- Other (specify: _____) 10

K5. As of the first week of October 1978, had you received a Bachelor's degree from a four-year college or university?

(Circle one.)

- No 1
- Yes 2

THANK YOU FOR YOUR COOPERATION

Appendix C

Related Fourth Follow-Up Survey Materials

FOURTH FOLLOW-UP NEWSLETTER



OPERATION
FOLLOW-UP

NATIONAL
LONGITUDINAL
STUDY

Research Triangle Institute, Research Triangle Park, N.C. 27709

SUMMER 1979

CLASS OF '72 WHERE ARE YOU?

Coming This Fall

A new National Longitudinal Study Operation Follow-Up (NLS) questionnaire will be coming to you in the fall of 1979. Please be sure that we have your correct address so that it WILL come to you—avoid us the enclosed postcard!

The NLS results help to provide valuable information for educational planning. The statistics being collected are used to study the relationship between education and life; to look for ways to make education more relevant.

Your interest is most important! Be thinking about what you have been doing since you received the 1976 NLS Operation Follow-Up questionnaire. Then, when the new questionnaire arrives, please fill it out carefully.

So... get ready to respond! We look forward to hearing from you.



Tell me all about what you did today, Fred!

What's This All About?

You heard from us for the first time in 1972 when you were about to graduate from high school. At that time we asked you about your

plans for the future, and about how useful you thought your high school education had been. Since that time we've gotten back in touch with you three times (1973, 1974, and 1976) to ask about how things are actually working out for you. Now that you've been out of high school for seven years, we'd like to check in on you again.

What we're trying to do is find out more about the post high school transition period that young adults like you are going through. Since one of the major goals of the American educational system is to help young people prepare for this complex and demanding transition period, educators are interested in finding better ways to meet this goal. In making major decisions about the future of education, educators and policymakers are turning to YOU: the people best able to "tell it like it is." What you have to say is very important! What have your experiences been since high school and how could your school system have done a better job of preparing you for the real world out there?

What Happens Next?

When we contacted you last, we caught most of you in the middle of some major life decisions. By now many of you have finished college or training programs and are getting started in the working world. Some of you who went to work right after high school have taken another look at things by now, and are back in school for further training and/or education. Many of you have settled into family life. All in all, members of the class of '72 have now had several years to try out a few things, collect some experience, and in general find out what they want out of life. On this year's questionnaire we again will want to ask you what your plans are, but we're also interested in what you think about what you've done so far. For example, how have things worked out for those of you who went straight on to further studies as compared to those of you who decided to go to work right after

high school? How much has your age-group moved around in the last few years? How satisfied have you and your classmates been with your jobs? What changes in career paths have you ended up making? What effects have marriage and/or children had on your educational and career plans? Are there things that you would do differently if you had it all to do over again?

From you we hope to learn what the life picture is like for people in their twenties. No one is more qualified to speak on that subject than you are! As you probably well realize, there's a lot to be learned from taking a close look at what actually happens to people in real life. Your experiences, good and bad, are important input to this study and to the overall goal of "building a better tomorrow." When you get your questionnaire this fall, please take the time to fill it out and send it in!

Where Are You Now?

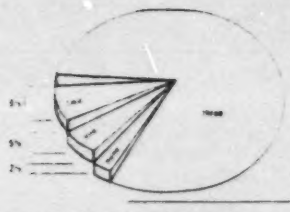
Have you changed either your name or your address? If you have, please let us know by indicating the change on the enclosed postcard and then by mailing the postcard to us. No postage is required.

If you are not sure of where you will be in the next six months, please let us know when you find out.

Keep in touch—PLEASE FILL OUT AND MAIL THE POSTCARD TODAY!



My life has had its ups and downs.



Class of '72 Questionnaire Response Record

A Salute To You, '72

The members of the NLS study team have a lot to thank you for! In this NLS study, you have done something that is quite unique. Think about your best friend in high school. Have you two kept in touch over the last seven years? How long has it been since you heard from your locker-mate, or the trumpet player you shared a stand with in Concert Band, or your debating team partner? Do you know where the cheerleaders are now? What ever happened to the star basketball player, or your student council president, or the person in your algebra class who was always asking you for help with homework? If you're anything like the rest of us, you probably kept track of some of your classmates for a few years after graduation. And then, as your own life got busier and more demanding, you probably began to lose track of them a few at a time. By now, you most likely only keep up with a few of your favorites.

All of this goes to show why the NLS team has a lot to thank you for. You the "Class of '72" have been generous enough with your time to make possible a very unique phenomenon. With your cooperation, the NLS study team has been able to keep up with over 20,000 of you. Think about what that means! That means that a large number of you have provided the information we requested each of the three times we asked for it. This information, collected across time, provides a unique and valuable picture of what changes should be made in the schools of the future based on the kinds of outcomes you have actually experienced as a result of the way schools were in the past.

It is no simple matter keeping track of over 20,000 people for

seven years. We are grateful to you for your help. Out of the group of 72 graduates that we have been able to contact at least one time, 98 percent of you have responded to our subsequent requests for information. In the first follow-up, 2183 of you, 785 men and 1398 women, sent in completed questionnaires within four days of receiving them in the mail. (While the men got off to a slow start, they did eventually catch up.) We have had full response, including fresh information at each of the three follow-up times, from 84 percent of you or approximately 19,000 people. Of the

16 percent who failed to return one or more of the questionnaires, it wasn't necessarily because you didn't try. Because you married and changed your name, or moved to a new location, we lost some of you for awhile and were not able to send you the questionnaire.

So, as we get ready to ask you what you think of things now that three more years have passed, we'd like first to thank you for all that you have done so far. You have made this study possible! A salute to the foresightedness and cooperative spirit of the Class of '72!

But I Changed My Mind

Between 1974 and 1976, out of every five of you, approximately two had moved to another city, two had changed jobs, one had changed fields of study, one had changed schools, and one had dropped out of school. Yet, despite all of these shifts in direction, four out of five of you felt satisfied that you had been making steady progress towards "doing the kind of work you expect to be doing when you are 30 years old." This leads to several interesting observations. First, it appears that changing plans is often necessary even when one is moving toward a single, specific goal. Second, it appears likely that one can learn a lot about people by looking at their changes in direction as time goes on. Of course, on the other hand, there are some "directions" that can't be changed.



Dear, are you sure you want to go through with this?

Safeguarding Your Secret

Dear Gobby, I want a date with a new classmate named Agnes. Money, but I haven't seen her since high school. I need to know where she is living and whether she's married yet. A place called RTI has been collecting information on me, Agnes, and a bunch of others in the Class of '72 ever since we graduated from high school. It's called the NLS-Operation Follow-up Study. Please show up around and find out what good old Agnes is up to these days.

Signed, "Need-to-Know"

Dear NTK, I understand your predicament. I called RTI to ask about Agnes, but no luck. They said all the NLS data is STRICTLY CONFIDENTIAL and refused to tell me anything. Sorry.

Dear Gobby, I really do need to find Agnes. Enclosed is the name of the interviewer who called me. Maybe she called Agnes too. Try calling her and see all your "charm." I have great faith in your powers of persuasion.

Signed, "Getting Worried"

Dear Worried, You have a right to be worried. I called the interviewer as you requested, but she told me she had signed a contract stating she would "at all times recognize and protect the confidentiality of all study information." I tried everything, but her lips were

sealed. So again, no luck. I couldn't help. This one really stumped!

Dear Gobby, I'm getting late. I've been dreaming Agnes every night. I can't get out of my mind. I hate to do this, but could you please over to RTI and find the name Agnes filled out. My guess is that she probably mailed one week like I did, so it should be around somewhere.

Signed, "This Ph

Gotta

Dear Gobby, "Close but no." It seems that RTI has taken all the angles. Before I could get close to the incoming questionnaires, a messenger picked them from a secure location and them to a computer room. People were coding the information onto computer tape. Ag couldn't even get close to. And wouldn't you know it, they finished coding, they off the questionnaires, destroyed them, and then put computer tape into a locked in a locked room. Looks like takes this confidentiality stuff seriously! I give up! You to manage your own love life now on!

Signing off for

Gobby

NCES Looks To The Future

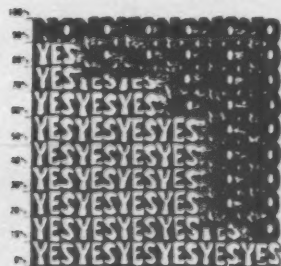
The National Center for Education Statistics (NCES) is a statistical agency within the Education Division of the U.S. Department of Health, Education, and Welfare. NCES provides comprehensive

statistics about the condition of education in the United States. These statistics provide information to policymakers with decisions. To provide such information in a timely manner, NCES must maintain a far outlook in both their data collection and data analyses. This is particularly true with NCES-sponsored longitudinal studies such as the National Longitudinal Study (NLS). A longitudinal study represents an effort to look at what people are doing over time, as opposed to what report that they intend to do. It is asked at a single point in time to conduct such a study requires skillful planning. The NLS involves data collection and data activities lasting well over years.



Fran Melone

Retiring Some "Younger Generation" Myths



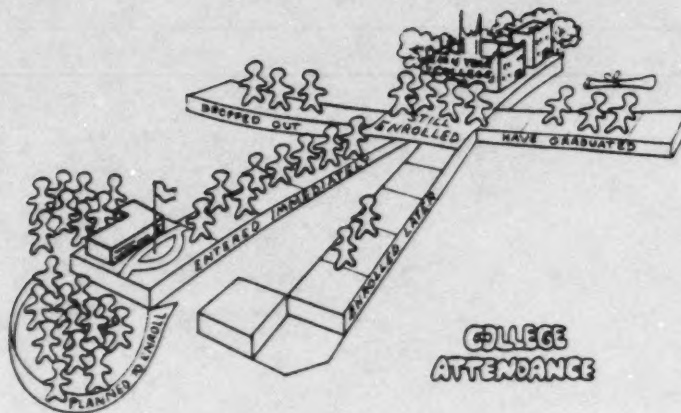
What You Consider Very Important

The next time you hear someone making the usual, tired complaints about young people today not valuing work like people used to—or about marriages and families being "out of style"—try throwing a few of the NLS findings into the discussion. That should lighten things up! Some of the claims being made about people your age seem to be quite untrue—at least according to the answers you have provided so far. For one thing you, the Class of '72, seem to attach very high importance to work. About 76 percent of you rated "success in my line of work" as being very important to you, over 22 percent rated this as "somewhat" important, and only 2 percent thought that work success was unimportant. Furthermore, over 86 percent of you reported that you attach high impor-

ance to "finding the right person to marry and having a happy family life." Only about 4 percent placed little importance on this life value. Other life values that appeared to be very important to the vast majority of you were strong friendships, leisure time, and a good education. On the subject of money, for every one of you who said that "having lots of money" was very important, two of you said that this was not very important. Finding "wealth" thus seemed to concern you considerably less than finding satisfying work and establishing satisfying relationships with family and friends. You can draw your own conclusions from all of this, but it does seem to be time to retire some of the popular myths about the generation of the '70's.

Elmer Collins, Chief, Longitudinal Studies Branch, NCES, and his staff of statisticians, have been conducting the National Longitudinal Study since its origin. Now as it becomes more complete, and therefore more useful, the NCES statisticians are also responsible for the considerable task of planning and conducting analyses of the data based on projections of what policymakers will know in the years that lie ahead. Elmer Collins has been involved with the study since its initiation in 1969. Fran Melone, one of the statisticians working on the staff, is particularly excited about the upcoming Fourth Follow-up Study. She considers this to be the "most important" phase of the project, as it will provide information on outcomes of college and vocational school attendance of graduates in several areas: for jobs, and mobility patterns of young adults as they pursue careers and family goals.

OUR GANG: NLS AT RTI



To School Or Not to School...

That is the question! What are the current trends? Do people seem to be choosing the option of continuing their education beyond high school, or are they selecting other routes? We asked you what your plans were while you were still high school seniors. What you told us is quite interesting. Out of the more than 20,000 seniors contacted representing a total of about three million seniors in the nation in 1972, two in twenty planned to attend a two-year college, and ten in twenty planned on a four-year college; so a total of about twelve out of twenty of you, or 12,000 out of 20,000 had some intention of continuing your education.

About nine out of twenty (see above) actually did enter college immediately after high school graduation, and an additional two in twenty started later. Thus, a total of about eleven out of twenty of you eventually did enroll. As of the 1976 follow-up, out of each eleven of you enrolled, approximately three had graduated, three had dropped out, and four were still "plugging away."

Based on what you reported, one of the other findings about college enrollment was that it has become more homogeneous. There has been a decrease in the entry rate differences between women and men and between Blacks and Whites.

Another finding has been that entry into four-year colleges has declined, but entry into two-year colleges has increased. This seems to be the case even when looking only at high ability, financially well-off students. However, it also seems that many (about one-fourth) of the two-year college students eventually transfer to a four-year college. This kind of information about your educational plans and experiences has been extremely useful to researchers and policymakers in their attempts to anticipate and plan for meeting future demands for higher education.

When a follow-up of the NLS study is in full swing, as many as 100 people within RTI are called on to help. Between these peak activity times, the NLS crew drops back to a smaller staff who hold major responsibility for maintaining the direction and momentum of the project. Six such people are Jay Levinsohn, the acting director of the project, Kathy McAdams, his former assistant, Don King, the NLS survey operations supervisor, Cecille Stafford, the liaison person who contacts and catalogues all of the researchers and research projects that make use of the NLS data, Artis Davis, the supervisor of the NLS field staff, and Mark Watson, one of the programmers for the analysis of the study data.

Of these six NLS "regulars," Don King has been with the project the longest. He has been involved in data collection and has watched the collection procedures as they have been refined over the years, and as you, the study sample members, have become more involved in the project. The combined effect of these refinements, and of your increasing responsiveness, has made the NLS continuing response rate one that King would rank among the highest of any in the nation. Don King's broad experience with survey efforts spans 12 years with RTI, preceded by 10 years during which he conducted marketing surveys for Dun & Bradstreet. King has a personal interest in the education portions of this study because his wife is a sixth grade teacher, and his three children are school-aged (9, 14, and 18).

Artis Davis, another NLS "regular," supervises the field portion of the NLS study. He is responsible for seeing to it that everyone in the NLS sample has a chance to express their experiences and viewpoints before final study analyses are made. Some members of the study sample have moved a number of times and are difficult to find. Davis trains and manages field personnel to locate and contact people who do not seem to have been reached through the mail-out, or who have, for some reason, not returned their questionnaires. At this point in the study it is more critical than ever that everyone in the study group be reached and heard; Davis is optimistic that this can be done, but his success in this will depend heavily on the cooperation of the study population.

Cecille Stafford, in performing her task of tracking down people making use of the NLS data, has encountered a most favorable reaction to this study. Her 1977 catalogue of annotated study reports lists 180 reports, of which many have been published in journals, presented at professional meetings. This serves as preliminary evidence that the study data will be useful to a variety of researchers in investigating a variety of issues. Ms. Stafford has worked in the field of education both in teaching and research capacities, and is a staunch advocate of the importance of women preparing themselves to work in something they enjoy. Ms. Stafford's own education and career plans extend well beyond the time when her 13-year-old (youngest) child finishes college. Thus, she shares with Don King a personal interest in the future of the American educational system, and of the work and family patterns of young adults.

Dr. Jay Levinsohn, responsible for the coordination of the entire NLS study (past, present, and future), expects that the NLS data will be even more heavily used after the 1979 data has been collected. He predicts that with each new follow-up, the NLS data will be used to answer progressively more complex and therefore more interesting questions: a prediction which seems reasonable based on user activity thus far. Levinsohn also expects that the best analysis work with the data will come later in the study, when the time span represented is longer, and when you, the study sample, have had a chance to move or less "come to rest" at some place where you will be relatively likely to remain for awhile. Levinsohn's main interest in the study is from the viewpoint of statistical methodology. His chief concern at this point in the study is to find ways that this huge and complex body of NLS data can be prepared for wider use by researchers towards investigating critical policy questions. Levinsohn's absorption with NLS during work hours shifts after hours to a equal enthusiasm for his primary: free-time activity, flying. He and his artist wife initiated their young children (aged 9 months and three years; the three-year-old was born on Levinsohn's birthday) to the joys of flying before each was one month old. Hopefully, the educational/career options open to Levinsohn's children, and to others of similar age, will reflect the perceptions gained through the NLS study.

Kathy McAdams, former assistant to the project director, taught high school English and Art for three years before coming to RTI. She is following a career path similar to that of many of the NLS study group; now that she's had a chance to work for awhile, she's back in school full time. Mark Watson, a member of the high school class of '73 is new to the NLS study and will be working on some of the programs to analyze the quantities of data that will be collected during the 1979 Fourth Follow-Up phase of the project.

Artis Davis and Mark Watson plan field operations to locate and interview non-respondents.

Don King and Cecille Stafford search print-out sheets for a California address.



Jay Levinsohn explains the engine of his airplane to Kathy McAdams.



EVEN IF you haven't moved an inch since 1976, and even if your name is still the same, please return the enclosed postcard for the record. We look forward to hearing from you soon.



All The Missing Pieces

The National Longitudinal Study (NLS), a project funded by the U.S. Department of Health, Education, and Welfare, National Center for Education Statistics (NCES), is being conducted this year by Research Triangle Institute (RTI) of North Carolina. Collecting and analyzing data for this project is a massive undertaking requiring the joint efforts and expertise of RTI specialists from a number of different fields. The two groups of specialists that will be in closest contact with YOU are those in charge of designing the new questionnaire, and those responsible for receiving your completed questionnaires. Dr. J. Lamarr Cox has been the primary designer of the new questionnaire. He and his associates are making a particular effort to design a questionnaire that will provide the required data and also be easy and interesting for you to fill out. One of your classmates, Mildred Hardy, is among the RTI data collection personnel who will be eagerly waiting to hear from you after you complete your questionnaire in the fall of 1979.

Dr. Cox, Mildred Hardy, and the rest of the RTI project team, are expecting this study to be a great success. But they need YOU, the Class of '72, to supply all the missing pieces. If you will all help by

promptly returning your completed questionnaires, this year's study should turn out to be most constructive and very interesting!!

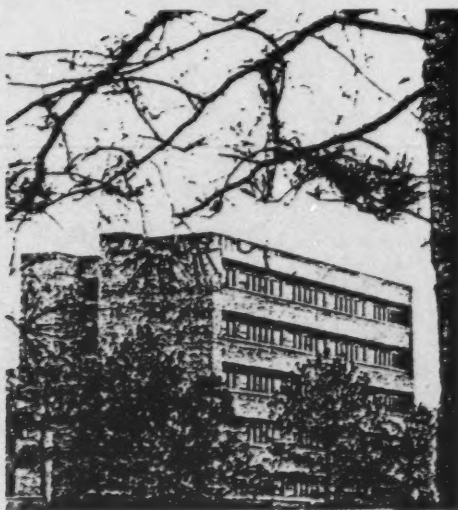


Dr. J. Lamarr Cox

Mildred Hardy

YOU

The RTI Neighborhood



George Watts Hill Building located on RTI Campus



No, it's not the city of the future! It is, however, "something new under the sun!" As you drive along Interstate 40 in the Tarheel state of North Carolina, the miles stretch out before you; nothing but grass and trees and that famous Carolina blue sky. Then appearing suddenly, and looking like the moonolith in "2001," a massive structure looms above the placid treetops. That's one of the buildings on the Research Triangle Institute (RTI) campus.

Research Triangle Institute is a not-for-profit corporation that was the joint creation of the three major North Carolina universities located in the cities at each of the three corners of the Research Triangle: Duke University at Durham, North Carolina State University at Raleigh, and University of North Carolina at Chapel Hill. The 16 research centers of RTI are each focused on a particular research area, such as Education, Health Studies, Social Behavior, Biology, or Engineering. These centers work both separately and together on large research studies sponsored by Federal, state, and local government agencies, foundations, and corporations.

In 1958 when RTI was newly formed, Institute staff were involved in only ten projects. Now, twenty years later the total number of research projects, completed or in progress, exceeds 1700. The study in which you are involved is one of the largest of these projects because it is a "longitudinal" study. This means that it is a study that is repeated every few years so that the results will show changes that occur in people's lives as time passes. RTI has conducted other longitudinal (across time) studies including ones on drug usage, employment, attitudes, population planning, and health behavior. These studies have provided government policymakers with some of the most useful "voice of the people" information that can be collected.



When I was in high school my ambition was to find a secure place for myself, and wear striped suits...

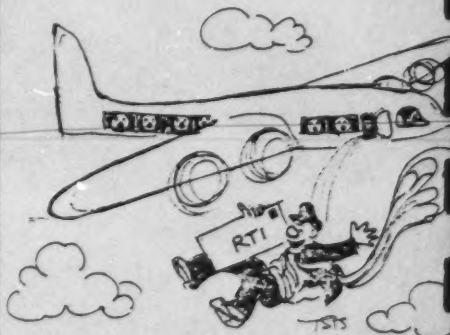
What's The Scoop So Far?

Since you have shown interest in the NLS project by completing several past questionnaires, perhaps you'd like to know some of the information your effort has helped to uncover so far. Some highlights from the study findings are:

- One year after graduation from high school 68% of the men and 62% of the women were working at least part-time. Four years after graduation, 81% of the men and 88% of the women were working. School attendance was given as a reason for not working by 43% of the non-working men and 28% of the non-working women.
- One out of eight non-working women listed as a contributing cause being unable to arrange child care, five out of eight listed being a full-time homemaker, and three out of ten indicated that their spouses preferred them not to work.
- As of four years after high school about one in three men were married, and one in two women. A little more than one in five of the whole group had at least one child.
- By four years after graduation, more than half of the graduating class reported that they now thought their high schools had placed too little emphasis on basics, and more than two-thirds claimed that they had not

received enough practical work experience in high school.

- As of four years after school graduation, 35% of those students who entered college right away had earned bachelor's degrees, 27% were still in college, and 38% had dropped out.
- Looking at the entering high school class after four years, 17% were still in college, 16% had graduated from college. About one-half of those still enrolled in college were students who waited awhile before starting college, and about one out of five were students who dropped out for awhile and have now returned.
- Of those that have received their bachelor's degree, one in five women and one in four men went directly into graduate or professional school. Although proportionately more men went into advanced studies, proportionately more women received bachelor's degrees on schedule.
- Now that three more years have passed, it should be interesting to see how many things have changed. What do you expect we'll find this time?



I'll be right back, folks. Gotta get this card in the mail!!

ADDRESS CORRECTION RETURN POSTCARD

My name and address are:

☐ Both OK as printed

☐ Correct my name to:

First Middle Last

☐ Correct my address to:

Apt., Route, Box Number

Street

City State Zip Code

RESEARCH TRIANGLE INSTITUTE

POST OFFICE BOX 12036
RESEARCH TRIANGLE PARK,
NORTH CAROLINA 27709

SURVEY OPERATIONS CENTER



OPERATION
FOLLOW-UP

Dear Member of the High School Class of 1972:

We hope you found that the recent OPERATION FOLLOW-UP newsletter was interesting and informative about the High School Class of 1972. In about a week you will receive your fourth OPERATION FOLLOW-UP questionnaire asking you to tell us about your activities, experiences, and plans.

Please take the time to fill out the questionnaire when you receive it. Your participation in this project with the National Center for Education Statistics is very important. OPERATION FOLLOW-UP will benefit programs affecting the educational and vocational progress of young people.

Although the answers you provide are used only to form statistical summaries, rest assured you are far more than a statistic to us, and we deeply appreciate your cooperation.

Sincerely,

Jay Levinsohn
RTI Project Director

LEAD LETTER

RESEARCH TRIANGLE INSTITUTE

POST OFFICE BOX 12036
RESEARCH TRIANGLE PARK,
NORTH CAROLINA 27709

SURVEY OPERATIONS CENTER



OPERATION
FOLLOW-UP

Dear Member of the High School Class of 1972:

Here is the OPERATION FOLLOW-UP questionnaire that was promised you a couple of weeks ago. Please take the time to complete and return it as soon as possible. A postage paid reply envelope is enclosed for your convenience.

You and the other members of OPERATION FOLLOW-UP are the voices of about three million 1972 high school seniors. Thus, your answers are very important to the accuracy of this study.

Instructions for filling out your questionnaire may be found inside the front cover. You will be asked to complete only those parts which relate to your experiences. Should you have any questions about the study or the questionnaire please let me know.

Thank you for your help.

Sincerely,

Jay Levinsohn
RTI Project Director

Enclosures

P.S. The enclosed check is our "thank you" for your participation.

TRANSMITTAL LETTER FOR FIRST QUESTIONNAIRE MAILING

RESEARCH TRIANGLE INSTITUTE

POST OFFICE BOX 12036
RESEARCH TRIANGLE PARK,
NORTH CAROLINA 27709

SURVEY OPERATIONS CENTER



OPERATION
FOLLOW-UP

Dear Member of the High School Class of 1972:

About a month ago we sent you an OPERATION FOLLOW-UP questionnaire as part of the National Longitudinal Study of the High School Class of 1972. This study, supported by the National Center for Education Statistics, is concerned with learning how to improve the educational and vocational opportunities of young people.

We have not yet received your completed OPERATION FOLLOW-UP questionnaire. In case it has been lost or damaged, we are enclosing another one. Instructions for completing the questionnaire may be found on the inside front cover. You are asked to complete only those parts which relate to your experiences. Please fill it out and return it in the enclosed postage paid envelope.

The information which you provide will be used only to form statistical summaries. This means that your answers will be kept strictly confidential, your name will not be used in the study, and all reports will present only results about young adults in general.

In the first mailing, we enclosed our check for \$3.00 to thank you for your participation.

Sincerely,

Jay Levinsohn
RTI Project Director

Enclosure

TRANSMITTAL LETTER FOR SECOND QUESTIONNAIRE MAILING

RESEARCH TRIANGLE INSTITUTE

POST OFFICE BOX 12194

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

(919) 541-6000

SURVEY OPERATIONS CENTER



OPERATION
FOLLOW-UP

Dear Member of the High School Class of 1972:

Will you do us a favor?

We have not yet received your completed OPERATION FOLLOW-UP questionnaire. The majority of OPERATION FOLLOW-UP members have been kind enough to help us with this important project by sending in their questionnaires. We are trying to get as near to a "perfect survey" as possible and this means including your information.

In case you lost the questionnaire sent to you earlier, we are enclosing another one. Instructions for completing the questionnaire may be found on the inside front cover.

Please be a part of OPERATION FOLLOW-UP -- complete your questionnaire and return it to us in the enclosed postage-paid envelope.

Thank you for your help.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Jay R. Levinsohn', followed by a long horizontal flourish.

Jay R. Levinsohn
RTI Project Director

JRL/jgb

TRANSMITTAL LETTER FOR THIRD QUESTIONNAIRE MAILING

SAMPLE INCENTIVE CHECK

OPERATION FOLLOW-UP

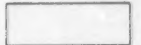
012105



FOR PARTICIPATION IN THE FOURTH FOLLOW-UP
OF THE NATIONAL LONGITUDINAL STUDY
CONDUCTED BY RESEARCH TRIANGLE INSTITUTE

DATE

72-121
739



VOID AFTER 180 DAYS FROM
DATE OF CHECK

PAY TO THE ORDER OF

VOID

\$3.00

FIRST NATIONAL BANK
IOWA CITY IOWA 52240

⑈012105⑈ ⑆073901217⑆ 000 115 6⑈



NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Student Test Book



Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY EDUCATIONAL TESTING SERVICE □ PRINCETON, NEW JERSEY
SPRING 1972

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GENERAL DIRECTIONS

This test has two sections. During the time allowed for each section, you are to work only on it. The time limit for each section is printed at the beginning of each section, and the supervisor will tell you when to begin and when to stop. If you finish a section before time is called, go back and check your work on that section only.

Your score on each section will be the number of correct answers minus a percentage of the number of incorrect answers. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices.

Mark all of your answers on the separate answer sheet, as no credit will be given for anything written in the test book. Make your marks on the answer sheet heavy and black, as in the examples below.

Sample Answers

☒ B C D E

A B C ☒ E

Be sure that the entire box is blackened.

If you wish to change an answer, erase your first mark completely.

CONTENTS OF TEST BOOK

Section 1	Vocabulary	5 minutes
Section 2	Mathematics	15 minutes
TOTAL		20 minutes

SECTION 1
VOCABULARY
Time—5 minutes

Directions: Each of the questions below consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to that of the word in capital letters.

Sample Question

CHILLY:

- (A) lazy
- (B) nice
- (C) dry
- (D) cold
- (E) sunny

Sample Answer

☐ A ☐ B ☐ C ☒ D ☐ E

In order to find the correct answer you look at the word chilly and then look for a word below it that has the same or almost the same meaning. When you do this, you see that cold is the answer because cold is closest in meaning to the word chilly.

The actual question items used in the Fourth Follow-Up are not shown here so that the potential for their use in future follow-ups will not be affected.

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE BOOK.

SECTION 2
MATHEMATICS

Directions: Each problem in this section consists of two quantities, one placed in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

- A if the quantity in Column A is greater;
 B if the quantity in Column B is greater;
 C if the two quantities are equal;
 D if the size relationship cannot be determined from the information given.

<u>Sample Questions</u>		<u>Sample Answers</u>
<u>Column A</u>	<u>Column B</u>	
Example 1. 20 per cent of 10	10 per cent of 20	1. ☐ A ☐ B ☒ C ☐ D
Example 2. 6×6	$12 \div 12$	2. ☒ A ☐ B ☐ C ☐ D

Answer C is marked in Example 1 since the quantity in Column A is equal to the quantity in Column B. Answer A is marked for Example 2 since the quantity in Column A is greater than the quantity in Column B.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.



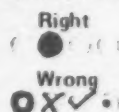
SPECIAL ANSWER SHEET

DO NOT MARK HERE
(LABEL)

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencil only (#2½ or softer).
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on this answer sheet.

EXAMPLE



IDENTIFICATION NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SPECIAL CODES									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

VOCABULARY

- | | | |
|-------------|--------------|--------------|
| 1 A B C D E | 6 A B C D E | 11 A B C D E |
| 2 A B C D E | 7 A B C D E | 12 A B C D E |
| 3 A B C D E | 8 A B C D E | 13 A B C D E |
| 4 A B C D E | 9 A B C D E | 14 A B C D E |
| 5 A B C D E | 10 A B C D E | 15 A B C D E |

MATHEMATICS

- | | | |
|------------|------------|------------|
| 1 A B C D | 11 A B C D | 21 A B C D |
| 2 A B C D | 12 A B C D | 22 A B C D |
| 3 A B C D | 13 A B C D | 23 A B C D |
| 4 A B C D | 14 A B C D | 24 A B C D |
| 5 A B C D | 15 A B C D | 25 A B C D |
| 6 A B C D | 16 A B C D | |
| 7 A B C D | 17 A B C D | |
| 8 A B C D | 18 A B C D | |
| 9 A B C D | 19 A B C D | |
| 10 A B C D | 20 A B C D | |

THANK YOU/REMINDER POSTCARD

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Just a reminder . . .

Last week we mailed you an OPERATION FOLLOW-UP questionnaire.

If you *have* completed and mailed your questionnaire, thank you. We appreciate your continuing participation in this important study.

If you *haven't* completed your questionnaire yet, please fill it out and mail it today. You are an important person to us, and we want to hear from you.

Don't forget OPERATION FOLLOW-UP!

You are important to us!

So are your activities and experiences since leaving high school. That is what the National Longitudinal Study of the High School Class of 1972 is all about.

Please fill out your OPERATION FOLLOW-UP questionnaire today. Your cooperation is vital and your answers will be treated confidentially.

If you have questions or concerns about the study, or have lost your questionnaire, we will help you. Call us toll free at 1-800-334-8571, and identify yourself as an OPERATION FOLLOW-UP participant.

Jay Levinsohn
RTI Project Director

RTI FIRST MAILGRAM TEXT

PROMPTING POSTCARD

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

You are important to us! So are your activities and experiences since you left high school—that's what OPERATION FOLLOW-UP is all about.

We haven't received your OPERATION FOLLOW-UP questionnaire yet. Your cooperation is vital to our study and your participation will help improve our schools and school programs. Please fill out your questionnaire and mail it *today*.

If you have lost or misplaced your questionnaire, or if you never got one, call us *collect* at (919) 549-8311. Identify yourself as an OPERATION FOLLOW-UP participant and give us your current mailing address. We'll mail you another questionnaire because we want to hear from you!

DEPT 9 002226905
P.O. BOX 185
MCLEAN VA 22101



1-090995U355 12/21/79 ICS WA1661 4
039 45 MLTN VA 12/20/79

RALA

WE STILL NEED YOUR ANSWERS TO THE OPERATION FOLLOW-UP QUESTIONNAIRE. IT'S NOW BEEN OVER THREE YEARS SINCE WE ASKED YOU TO COMPLETE A QUESTIONNAIRE AND IT WILL BE SEVERAL YEARS IN THE FUTURE BEFORE WE ASK YOU TO HELP US AGAIN. WE'RE ASKING FOR ABOUT 45 MINUTES OF YOUR TIME NOW.

YOU ARE VERY IMPORTANT TO OPERATION FOLLOW-UP. PLEASE COMPLETE YOUR QUESTIONNAIRE AND MAIL IT BACK TO US AS SOON AS POSSIBLE. IF YOU NEED ANOTHER QUESTIONNAIRE OR WOULD LIKE TO TALK TO SOMEONE ABOUT WHY YOU'RE SO IMPORTANT, GIVE US A CALL. OUR TOLL FREE NUMBER IS (800) 334-8571.

LET US HEAR FROM YOU SOON. HAPPY HOLIDAYS!

JAY LEVINSOHN
RESEARCH TRIANGLE INSTITUTE

9002
0025 EST

MGMCC MP MGM

FINAL MAILGRAM TEXT

RESEARCH TRIANGLE INSTITUTE

POST OFFICE BOX 12036
RESEARCH TRIANGLE PARK,
NORTH CAROLINA 27709

SURVEY OPERATIONS CENTER



OPERATION
FOLLOW-UP

Dear OPERATION FOLLOW-UP Participant:

Thank you for completing the Fourth Follow-up Questionnaire for the *National Longitudinal Study of the High School Class of 1972*. Your completed questionnaire again gives you an important voice in representing the entire nation's Class of 72 in OPERATION FOLLOW-UP, which is dedicated to improving educational and vocational opportunity.

I am very pleased that you and so many of the more than 22,000 members of the Class of 72 have chosen to participate in OPERATION FOLLOW-UP. Many of you let us know how much you enjoyed the newsletter we sent last summer summarizing the results of the first three follow-ups. Just as soon as we have the Fourth Follow-Up information summarized, you will hear from us in another OPERATION FOLLOW-UP newsletter.

We are grateful for your help because you are very special to us. Your continuing cooperation is very important. We hope you found the questionnaire as interesting as we are finding your experiences to be informative.

Sincerely,

Jay R. Levinsohn
Project Director

JRL/sb

THANK YOU LETTER

Research Triangle Institute
P. O. Box 12036
Research Triangle Park, N.C. 27709

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

FOURTH FOLLOW-UP QUESTIONNAIRE

I. INTERVIEW ASSIGNMENTS	II. EST. DISTANCE TO CASE	III. 100 OR MORE MI. CASES (Cluster Size)
1. Assigned to FI _____ Date _____	1. No. of mi. _____	1. _____
2. Reassigned to FI _____ Date _____	2. No. of mi. _____	2. _____
3. Reassigned to FI _____ Date _____	3. No. of mi. _____	3. _____

IV. TYPE OF CASE (✓ one that applies)	V. TRANSFER ADDRESSES
☐ A. Personal Interview (less than 100 mi.) ☐ B. Personal Interview (100 mi. or more within cluster) ☐ C. Telephone Interview (100 mi. or more - no cluster)	Transfer Address(es) Recorded in Section XI. Yes 1 No 2

X. FINAL RESULT/APPROVED BY FS: _____	VI. FINAL ADDRESS OF SAMPLE MEMBER WHO HAS MOVED
Interview completed - in person 1 Interview completed - telephone 2 Refused 3 Unable to contact 4 Out of country 5 Deceased 6 Institutionalized: 7 Specify _____ Physically or mentally handicapped .. 8 Specify _____ Telephone case - no phone 9 Telephone case - unlisted number 10 Other: 11 Specify _____	_____ _____ _____ Phone _____ (Area Code) _____ VII. INTERVIEW DATE AND TIME Date Interview Completed ____/____/____ Month Day Year Interview Time (In-Person) _____ (Minutes) Interview Time (Telephone) _____ (Minutes) VIII. INTERVIEWED BY: _____ _____ IX. FS DISPOSITION OF CASE 1. Date to RTI _____ 2. Transfer Case? Yes . . . 1 No . . . 2

[illegible]

XIII. QUESTIONS FOR SAMPLE MEMBER

1. Do you recall receiving this questionnaire in the mail last fall?

Yes 1 (go to Q.2)

No 2 (conclude interview)

Can't recall . 3 (conclude interview)

2. In order that we might improve our mail response in future follow-ups, please tell me why you didn't return the questionnaire by mail?

Parents	1	2
New occupants	1	2
Neighbors	1	2
Alternate contacts on label .	1	2
Landlord	1	2
Employer	1	2
Post Office	1	2
Other: Specify	1	2

XIV. NOTES

Appendix D

Linkages Between Fourth Follow-Up and
Prior Questionnaire Items

Items Corresponding to the Fourth Follow-Up¹

Fourth follow-up items ²	Third follow-up	Corresponding items for:			Base year
		Second follow-up	First follow-up		
SECTION A: GENERAL INFORMATION					
1. What were you doing the <u>first week of October 1979?</u> (9,10)	1,9	1	1		
2. Where did you live during the <u>first week of October 1979?</u>	2	2	5		
3. With whom did you live the <u>first week of October 1979?</u>	3	3	4		
4. Which of the following best described the location of the place where you lived in the <u>first week of October 1979?</u>	4	4	6A		95
5. What was the main reason you chose to live where you lived in <u>October 1979?</u>	7	7			
6. How far is this from the city or community where you lived in <u>October 1976?</u> (7)	6	6	6B		
8. Which of the following items do you now have the use of because you (or your spouse) have bought them or have been given them, or because they belong to your parents, roommates, dormitory, apartment building, etc.?	8	110	94		94
SECTION B: WORK EXPERIENCE					
11. Since leaving high school, have you at any time held a job of any kind?					

¹ Though items listed for previous surveys contain information corresponding to that obtained in the fourth follow-up, in many cases the items are not identical; the question and/or scale used was revised over the several survey periods.

² Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item.

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items ¹	Corresponding items for:			Base year
		Third follow-up	Second follow-up	First follow-up	
	12. Please describe below the job you held during the <u>first</u> week of October 1979, or if you did not hold a job then, the <u>last</u> job you held before that. (If you held more than one job at that time, describe the one at which you worked the most hours.) (45,55)	13,35		55	
	13. When you took this job, what were your reasons for taking it rather than some other job?				
D.2	14. How satisfied were you with the following aspects of this job?	21,39	79,96	51	
	15. How much of a problem did the following experiences cause you in this job?	39	96		
	16. How did your schooling relate to your experiences on this job?	24	82	62	
	17. How many miles did you typically travel each day, <u>one</u> way, from your place of residence to this job?				
	18. Were you looking for work during the <u>first</u> week of October 1979 (regardless of whether or not you held a job at that time)? (40,50)	12,33,38	91B	48C,54C,55G	
	19. How many hours per week did you spend actively looking for work the <u>last</u> week you were looking for work?				
201	20. What was the lowest weekly salary or wage rates you would have accepted the <u>last</u> week you were looking for work?				

202

¹ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number.

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items ¹	Third follow-up	Corresponding items for:		
			Second follow-up	First follow-up	Base year
	21. At any time during the period from the <u>first of November 1976 through October 1979</u> , did you hold a job of any kind? (41,51)				
	22. Please think about the most recent job you held during the period from the <u>first of November 1978 through October 1979</u> . How many hours did you usually work at this job in an average week? (42,52)	15,36	77	50A,56A	
	23. How did you find this job?	14	104	59	
	24. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.) (43,53)	16,37	78	50B,56B	
	25. The following are some general things that people do on their jobs. About how much time did you spend on each in the average work day on your job?	17			
	26. About how many people were employed in the entire organization for which you worked? If you were a State or Federal employee, give the approximate number of people in your department, e.g., State Commerce, Motor Vehicles, etc. If you were self-employed, give the approximate number of your employees.	18A			
	27. About how many of these people worked in the same plant or office as you?	18B			

¹ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number.

Items Corresponding to the Fourth Follow-Up--Continued

Fourth follow-up items ¹	Third follow-up	Corresponding items for:			Base year
		Second follow-up	First follow-up		
28. Please think about your supervisor or the person who had most control over what you actually did on the job. Which of the following best describes how closely this person supervised you?	19				
29. How many people did you supervise in your job? (Include all persons whose work you supervised as well as those for whose work you were held responsible.) Enter zero, "0," if you were not responsible for anyone else's work.	20				
30. Not including on-the-job or employer training, did you receive formal instruction to do this kind of work?	22	80			
31. Where did you receive this training?	23	81			
32. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?	25	83			
33. Did the school at which you received your training for this job refer you to this job?	26	84			
34. Do you expect to be working in <u>October 1980</u> ?	27	85			
35. Do you plan to work at the SAME KIND OF WORK?	28	87		52B	
36. Were you working at a second job during the period from the <u>first of November 1978 through October 1979</u> at the SAME TIME you held the job you described above?	29,40	88		53,57	

(46,56)

¹ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number.

Items Corresponding to the Fourth Follow-Up--Continued

Fourth follow-up items ¹	Third follow-up	Corresponding items for:		Base year
		Second follow-up	First follow-up	
37. How many hours did you usually work at this second job in a average week? (47,57)	30	89		
38. In an average week, approximately how much did you earn at this second job? (Report your gross earnings before deductions. If not paid by the week, please estimate.) (48,58)	31	90		
39. Did you hold a job of any kind during the <u>first week of October 1979</u> ? (49,59)	10,32	75	48A,54A	
44. Is this the <u>same</u> job you reported in Q.12? (54)	34			
60. During the three 52-week periods from (a) <u>October 1976 to October 1977</u> , from (b) <u>October 1977 to October 1978</u> , and from (c) <u>October 1978 to October 1979</u> , how many employers did you work for altogether? (For each time period, count each employer only once, even if you had different jobs for the same employer.) Enter zero, "0," if you had no employer.	41	98	58C	
61. During the same time three 52-week periods from (a) <u>October 1976 to October 1977</u> , from (b) <u>October 1977 to October 1978</u> , and from (c) <u>October 1978 to October 1979</u> , about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.) Enter zero, "0," if there were no such weeks.	42	97	58A	

¹ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number.

Items Corresponding to the Fourth Follow-Up--Continued

Fourth follow-up items	Third follow-up	Corresponding items for:			Base year
		Second follow-up	First follow-up		
62. In each of these 52-week periods from (a) <u>October 1976 to October 1977</u> , from (b) <u>October 1977 to October 1978</u> , and from (c) <u>October 1978 to October 1979</u> , for how many weeks were you NOT working but looking for work, on layoff from a job, or waiting to report to work? Enter zero, "0," if there were no such weeks.	43	99	583		
63. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)	44	142	19	25	
64. Do you think you will need more education, training, or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?	45	143			
65. How satisfied are you with the progress you have made towards doing the kind of work you expect to be doing when you are 30 years old?	46				
SECTION C: EDUCATION AND TRAINING					
56. As of the <u>first week of October 1979</u> , how many years of education had you received at vocational, trade or business schools?	49A				
67. As of the <u>first week of October 1979</u> , what was your highest level of college education?	49A			210	
68. As things stand now, how far in vocational, trade, or business school do you think you actually will get?	49B	140	14		
69. As things stand now, how far in college do you think you actually will get?	49B	140	14		

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Third follow-up	Corresponding items for:			Base year
			Second follow-up	First follow-up		
70.	In considering your further education, which of the following statements are true?	105				
71.	How important would each of the following factors be in your choice of where to go for more schooling?	107			68	
72.	Which of the following statements describes your experience during your last year in school?	80	25	35		
73.	Which of the following caused problems with your schooling during your last year in school?	58,82,84	27,37	31,38		
74.	With regard to your education and training during the last year you were in school, how <u>satisfied</u> as a whole were you with the following?	50	38	45		
75.	Since high school, had you earned any certificate, license, diploma or degree or any kind <u>prior to October 1979?</u>	47	66	43		
76.	What kind of certificate, license, diploma or degree had you earned?	48	66	43		
77.	Since leaving high school, about how many credits which can be used for a 4-year college Bachelor's degree had you earned by <u>October 1979?</u> Enter zero, "0," where you received no credits. (Write in. Use more than one line if applicable.)	87	42	41C		

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items ¹	Third follow-up	Corresponding items for:		Base year
			Second follow-up	First follow-up	
78.	During the three-year period from the <u>first of November 1976 through October 1979</u> , were you enrolled in or did you take classes at any school such as a college or university, graduate or professional school, service academy, or school, business school, technical institute, vocational school, community college, and so forth? (79,91,103)	51,88	9,45	23	
80.	During the period from the <u>first of November 1978 through October 1979</u> , which month(s) did you attend school? (92,104)	52,66	10	25,29A	
81.	What is the exact name and location of the school you attended the <u>last</u> month that you circled in Q.80? (93,105)	53,67	11	26A,32A	
82.	What kind of school was the <u>last</u> school you attended during the period from the <u>first of November 1978 through October 1979</u> (the school you listed in Q81)? (94,106)	54,68	12	26B,32B	
83.	During the last month you circled in Q.80, were you classified by this school as a full-time student? (95,107)	57,70	16	27B,33B	
84.	During the last month you circled in Q.80, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc. (96,108)	59,71	17	27C,33C	

¹ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number.

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items ¹	Third follow-up	Corresponding items for:		Base year
			Second follow-up	First follow-up	
	85. At that time how were you classified by your school? (97,109)	60,72	18	27D	
	86. In the last month you circled in Q.80, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? (98,110)	61,74	19	28A,36A	
	87. Please select below the category which best describes this field or area. (99,111)	62,75	20	28B,36B	69
	88. This (above) is: (100,112)	63,76	21	28B	
	89. In the last month you circled in Q.80, for what kind of certificate, license, diploma, or degree were you studying? (101,113)	64,77	23	42	
	90. During the last month you circled in Q.80, did you work for the school you were attending? (102,114)	65,78	30		
	115. Estimate how well you have done in all of your coursework or programs during the period from the first of November 1976 through October 1979. Do not include grades from graduate or professional school.	85	39	41A	

¹ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number.

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Corresponding items for:			Base year
		Third follow-up	Second follow-up	First follow-up	
116.	How many times has your field of study changed since <u>October 1976</u> , three years ago? (Enter zero, "0," if it has not changed.)	79	24	34	
117.	How many times have you changed schools since <u>October 1976</u> , three years ago? (Enter zero "0," if you have not changed schools.)	81			
118.	Since <u>October 1976</u> , have you withdrawn from any school before you completed your studies at that school?	83	36	37	
119.	How many times since <u>October 1976</u> have you withdrawn from school before you completed your studies at that school?				
120.	Considering the three time periods of (a) <u>Fall 1976 through Summer 1977</u> , and (b) <u>Fall 1977 through Summer 1978</u> , and (c) <u>Fall 1978 through Summer 1979</u> , what is your estimate of how much it cost you for <u>tuition and fees</u> to go to school, <u>regardless of who paid</u> ? Estimate the amounts and record them below. Do not include costs after Summer 1979. Enter a zero, "0," where you had no expenses.	89	44	46B	
121.	Considering the three time periods of (a) <u>Fall 1976 through Summer 1977</u> , and (b) <u>Fall 1977 through Summer 1978</u> , and (c) <u>Fall 1978 through Summer 1979</u> , what is your estimate of the total cost for you to go to school, <u>regardless of who paid</u> ? This total cost should include tuition and fees, books and supplies, transportation to and from classes, and all other school-related expenses. Enter a zero, "0," where you had no expenses.	89	44	46A	

D.10

217

218

Items Corresponding to the Fourth Follow-Up--Continued

Fourth follow-up items	Third follow-up	Corresponding items for: Second follow-up First follow-up	Base year
122. Considering the three time periods of (a) <u>Fall 1976 Summer 1977</u> and (b) <u>Fall 1977 through Summer 1976, and Fall 1978 through Summer 1979</u> , did you receive any kind of scholarship, fellowship, grant or benefits, (not a loan) to go to school?	90	46	
123. What kind(s) of scholarship, fellowship, grant, or benefits (not a loan) did you receive from (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and <u>Fall 1978 through Summer 1979</u> ?	91	47	47
124. Estimate the <u>total dollar value</u> of the amount you received from scholarships, fellowships, grants, or benefits (not a loan) from (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and <u>Fall 1978 through Summer 1979</u> . Enter a zero, "0," where you received no such funds.	91	48	
125. Considering the same three periods from (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and <u>Fall 1978 through Summer 1979</u> , did you receive a loan to go to school?	92	49	47
126. From which of the following sources did you receive a loan to go to school from (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and (c) <u>Fall 1978 through Summer 1979</u> ?	93	50	47
127. Estimate the total dollar value of the amounts you received as loans to go to school from (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and (c) <u>Fall 1978 through Summer 1979</u> . Enter a zero, "0," where you received no loans.	93	51	47

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Corresponding items for:			Base year
		Third follow-up	Second follow-up	First follow-up	
	128. Considering the three time periods of (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and (c) <u>Fall 1978 through Summer 1979</u> , did you receive financial assistance (<u>not</u> a loan) from any relatives or friends to go to school?	94	52	47	8
	129. From which of the following sources did you receive financial assistance (<u>not</u> a loan) to go to school?	95	53	47	
	130. Estimate the total dollar value of the amount of financial assistance (<u>not</u> a loan) you received from any relatives or friends to go to school. Enter a zero "0," where you received no financial assistance.	95	54	47	
	131. Considering the same three periods from (a) <u>Fall 1976 through Summer 1977</u> , (b) <u>Fall 1977 through Summer 1978</u> , and (c) <u>Fall 1978 through Summer 1979</u> , did you pay any of the costs to go to school from money you had saved or earned?	96	55,56	47	
	132. What was (were) the source(s) of the money you paid to go to school from the money you had saved or earned?	97	57	47	
	133. Estimate the total amount of money you paid to go to school from money you had saved or earned. Earned a zero, "0," where you paid no money.	97	57	47	
221	134. Are you or will you be in school at any time from <u>Fall 1979 through Summer 1980</u> ?	98			
	135. What is your estimate of how much it will cost you for <u>tuition and fees</u> to go to school this year, <u>regardless of who pays</u> ? Estimate the amount and record it below.	99			

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Third follow-up	Corresponding items for:		Base year
			Second follow-up	First follow-up	
136.	What is your estimate of how much the <u>total</u> cost will be for you to go to school this year, <u>regardless of who pays</u> ? Estimate the amount and record it below. This total cost should include tuition and fees, books, and supplies, transportation to and from classes and all other school-related expenses.	99			
137.	How are you meeting (or planning to meet) these expenses? Estimate the amounts you expect to receive from each source and record them below. Enter a zero, "0," where you expect no money.	100			
138.	Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at <u>any time before October 1979</u> ?	102	81		
139.	Please list below the graduate institutions to which you applied, the city and state in which the institutions are located, and the department or program (e.g., law school, public health, journalism, psychology). At the right circle the number for <u>yes</u> or <u>no</u> if you were (a) were accepted; (b) applied for financial assistance such as a grant, fellowship, loan teaching or research assistantship, etc.; (c) were offered financial assistance; and (d) enrolled.	103	82A,B,C,D 83A,B,C,D		
140.	Circle the category that describes your present status with respect to graduate or professional school.	104			

D.13

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Corresponding items for:			Base year
		Third follow-up	Second follow-up	First follow-up	
	141. How many months typically are required for a student to complete the graduate or professional program in which you are (were last) enrolled?				
	142. How many months of the graduate or professional program in which you are (were last) enrolled?				
	143. How many credits had you earned toward a graduate or professional degree by October 1979? Enter zero, "0," where you received no credits. (Write in. Use more than one line if applicable.)				
	144. Since October 1976, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.	108	58	21	
	145. What type of training program(s) or course(s) have you participated in?	109	59	22A	
	146. Were you being trained for some type of work?	110	60		
	147. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)	111	61	22B	
225	148. How long is (or was) this program scheduled to last?	112	62	22C	226
	149. Have you completed this program?	113	63	22D	
	150. Have you used this training on any job?	114	64	22E	

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Third follow-up	Corresponding items for:		Base year
			Second follow-up	First follow-up	
151.	Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?	115	65		
152.	Have you ever tried to find work on a job where you might use what you learned from any school, college, or training program you attended since <u>October 1976</u> ?	116	67		
153.	Did you find work for which you could use what you learned?	117	71		
SECTION D: MILITARY SERVICE					
154.	Since <u>October 1976</u> , have you served in the Armed Forces, or a Reserve or National Guard Unit?	118	121	64	
155.	In which branch of the Armed Forces did you serve?	119	122	65	
156.	When did you begin active duty?	120	123	67	
157.	Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?	121	124	68	
158.	What is the name of the specialized schooling program in which you spent the longest period of time? (Please print and do not abbreviate.)	122	125	69B	
159.	Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (Please print and use standard abbreviations.)	123			
160.	What is the highest pay grade you have held in the Armed Forces?	124	126	70	

D.15

Items Corresponding to the Fourth Follow-Up--Continued

Fourth follow-up items ¹	Third follow-up	Corresponding items for:			Base year
		Second follow-up	First follow-up		
161. Have you taken any courses while in the Armed Forces?	125	127	71		
162. Are you currently on active duty?	126	128	74		
163. How long do you expect to be on active duty in the Armed Forces?	127	129	75	47	
164. What do you plan to do when you get out of the Armed Forces?	128	130	76	48	
SECTION E: FAMILY STATUS					
165. What was your marital status the <u>first week of October 1979</u> ?	129	105	7A		
166. What was the date of your (latest) marriage?	130	106	7B		
167. What was your husband or wife doing the <u>first week of October 1979</u> ?	131,136	107			
(173,174)					
168. Did your husband or wife hold a job the <u>first week of October 1979</u> ?					
169. Please describe below the job your husband or wife held during the <u>first week of October 1979</u> .	132	108			
170. How many hours did he/she usually work at this job in an average week?	133				

229₁ Items which ask about different periods of time but are otherwise identical to the item listed are indicated in parentheses beneath the listed item number. 230

Items Corresponding to the Fourth Follow-Up--Continued

Fourth follow-up items	Third follow-up	Corresponding items for: Second follow-up	First follow-up	Base year
171. In an average week, approximately how much did he/she earn at this job? (Report his/her gross earnings before deductions. If not paid by the week, please estimate.)	134			
172. As of <u>October 1979</u> , what was the highest level of education that your husband or wife had attained?	135	109		
175. How many children, altogether, do you eventually expect to have?	138A		18	
176. Did you have any children (including adopted children) as of the <u>first week of October 1979</u> ?			8	
177. How many children (including adopted children) did you have as of the <u>first week of October 1979</u> ?	138B	118	8	
178. How many of these children are adopted?				
179. What are the birthdates of your children (including adopted children)?				
180. How many of your children (including adopted children) lived in your household as of the <u>first week of October 1979</u> ?				
181. When do you think you will have your first (next) child?	138C		17	
182. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support in the <u>first week of October 1979</u> ?	139	111	10	86
183. In the <u>first week of October 1978</u> , were you dependent upon others such as your parents, spouse, or any other relatives or friends for more than one-half of your financial support?	140	112	9	

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Third follow-up	Corresponding items for:		Base year
			Second follow-up	First follow-up	
184.	As of the <u>first week of October 1979</u> , did you own a house or mobile home?				
185.	When did you purchase your house or mobile home?				
186.	What is the present market value of your house or mobile home?				
187.	As of the <u>first week of October 1979</u> , how much money did you owe for each of the following? Enter zero, "0," where you owed no money.	142			
188.	As of the <u>first week of October 1979</u> , how much were your monthly payments for each of the following? Enter zero, "0," where you had no monthly payments.				
189.	As of the <u>first week of October 1979</u> , how much money had you saved and planned to use for: a. Education or training; and b. Other Plans (or general savings).	143	117		
190.	What is the best estimate of your income before taxes for (a) <u>ALL OF 1977</u> , for (b) <u>ALL OF 1978</u> , and for (c) <u>ALL OF 1979</u> ? If married, include your spouse's income in the total. Do not include loans. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter zero, "0."	141	113,114	11	
191.	Do you owe any money for an education or training loan for which your repayment schedule has begun?	144	145		
192.	When was your first payment due?	145	146		
193.	Are you having or have you had any difficulty in meeting payments on your education or training loan?	146	147		

D.18

Items Corresponding to the Fourth Follow-Up--Continued

	Fourth follow-up items	Third follow-up	Corresponding items for:		Base year
			Second follow-up	First follow-up	
SECTION F: EXPERIENCES AND OPINIONS					
194.	To what extent have you voluntarily participated in the following groups during the three-year period from <u>October 1976 through October 1979</u> ? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)	147	131		
195.	How do you feel about each of the following statements?	148	132	15	21
196.	How do you feel about each of the following statements?	150			
197.	How important is each of the following to you in your life?	151	148	20	20
198.	How important do you think each of the following factors is in determining the kind of work you plan to be doing for most of your life?	152	141		26
199.	The following questions ask about your political participation. Considering the period from <u>October 1976 to October 1979</u> .	153	136		
200.	Are you registered to vote?	154	137		
201.	At any time during the period from the <u>first of November 1976 through October 1979</u> , did you vote in a local, state, or national election?	155	138		
202.	If you could do it over again, which of the following do you think you would do?				